

# **Initial Primary Teacher Education**

## **English**

### **Module 1**

**of**

**Year 1**

**Malawi Institute of Education**

# **Initial Primary Teacher Education**

## **English**

### **Module 1 of Year 1**

**Malawi Institute of Education**

**Prepared and published by**

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## **Foreword**

Education is the lifeblood of the nation. It is a prerequisite for individual, community and national development. Education prepares learners to play their roles effectively to promote and sustain a country's socio-economic development. Parents or guardians desire that their children develop into adults with sound minds and healthy bodies through the acquisition of appropriate knowledge, skills and desirable attitudes to enable them to live productive and happy lives.

Education should, therefore, help learners to develop high standards of conduct, attitudes, judgment and a sense of responsibility. Student teachers have to be well prepared in order to be able to take this responsibility of teaching children effectively.

The provision of quality education is based on many factors and a good quality of teachers is one of them. Teachers play a central role because they are the key source of knowledge, responsible for facilitating the learning process and act as role models for the learners.

The function of initial teacher education in Malawi is to prepare student teachers in their aspiration of becoming teachers of high quality. This is achieved by helping the student teachers to acquire the right knowledge, skills and competences to enable them to effectively teach children. In view of this, the Initial Primary Teacher Education curriculum has been reviewed to ensure that student teachers who graduate from this programme are well trained and prepared for their profession.

The process and implementation of this review has been guided by the Teacher Education Philosophy which states as follows:

‘To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners’ diversity.’

It is therefore hoped that Teacher Training Colleges will find this curriculum effective in helping the student teachers to build a solid foundation in their teaching profession.

Executive Director  
**Malawi Institute of Education**

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## Introduction

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers who effectively deliver quality education to all learners under prevailing conditions and demands in primary schools and promote their desire for life-long learning. IPTE endeavors to educate teachers in sufficient numbers, continually develop their professionalism so that they are able to effectively and efficiently deliver quality and relevant education to primary school learners.

## National goals for primary teacher education

The national goals of primary teacher education in Malawi are to produce teachers who are:

- academically well-grounded and professionally competent
- flexible and capable of adapting to the changing needs and environment of the Malawian society
- capable of adhering to and maintaining the ethics of the teaching profession imaginative in adapting, creating and utilising locally available resources suitable for the needs of their learners.

## Rationale

English is the most widely used international language in the world. In Malawi, it is a second as well as the official language used to transact business in government, education, commerce, industry and the legal system. English promotes unity and facilitates communication within Malawi's multilingual society, as well as with other countries.

Therefore, all students at all levels of education in Malawi need to develop a high level of competence in English for the following reasons:

- 1 It is a medium of instruction and should be mastered to ensure that students understand their books and materials most of which are in English.
- 2 Proficiency in English is essential for employment opportunities such as in the media, teaching, medical and the legal professions.
- 3 English is a major tool for dissemination of information on various critical issues such as HIV and AIDS, gender, democracy, human rights, the environment, population, and other contemporary issues through various media including the internet.
- 4 Proficiency in English allows people to experience other cultures through reading books, listening to the radio, television and other print and electronic media.
- 5 Literature provides people with a window into various aspects of the human condition and what it really means to be human.
- 6 Critical engagement with literature provides people with a guide to the ways in which human beings, as a species, relate to one another and to their environment.
- 7 Engagement with literary texts is essential for mastery of the skills of comprehension, analysis, interpretation and writing which students would later use to better educate themselves and the nation at large.

- 8 Literary study enables students to see a work of literature as a way to understand the time it was written, and the people who produced it, and to find what speaks to them in their time and place.
- 9 Literature stimulates the four processes of reading, thinking, discussing, and writing, and helps to improve the students' ability to perform them.
- 10 Through the study of literature students acquire a general verbal sensitivity and sophistication, correctness, clarity and precision of expression in speaking and writing.

## Teacher education philosophy

The following has been the guiding principle during the design, development and implementation of the IPTE curriculum.

*To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity has been designed.*

## IPTE programme structure

The duration of the teacher education is two years. The general outlook of the two years is as follows:

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In college, learning subject content with a special focus on methods for lower classes	In college, learning subject content with special focus on methods for upper classes	Out in teaching practice schools, practising teaching mainly in the lower classes	Out in teaching practice schools, practising teaching mainly in the upper classes	In college, with special emphasis on reflection, inclusion and further practice on teaching methods	In college, with special emphasis on subject content, policies and frameworks

## Unique features

The features of the reviewed curriculum are as follows:

- The curriculum design is based on reflective and practice principles.
- Early grade teaching methodologies are distinct.
- The delivery of the subject content follows the modular approach.
- Student teachers will be allowed to practise teaching both in the lower classes (Standards 1 to 4) as well as in upper classes (Standards 5-8).
- Cross cutting issues such as Assessment for Learning, Information Communication Technology, Inclusive Education and Critical Thinking are integrated.



## **IPTE subject matrix**

The new curriculum has adopted the reflective practitioner model of teacher education which connects practice and theory and integrates content and pedagogy in teaching and learning. In this structure, student-teachers will be in college for two terms of year 1 and be in primary schools for teaching practice in the third term of first year and first term of the second year. Student teachers will be back to colleges in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences of teaching practice and then wind up their studies.

This curriculum is designed in a modular structure and contains eleven subjects. These are Chichewa, English, Mathematics, Education Foundation Studies, Agriculture, Social Studies, Life Skills, Science and Technology, Expressive Arts, Religious Studies and Human Ecology. In this modular design, a set of topics forms a module in a subject. A module consists of 40 hours contact time.

**Summary of topics for the term and time allocation**

<b>YEAR 1</b>		<b>MODULE 1</b>	
<b>No</b>	<b>TOPIC</b>	<b>ALLOCATED TIME</b>	<b>CORE ELEMENT</b>
1	English language Core elements	1	Reading
2	Teaching of dialogue	5	Listening and speaking
3	Classroom discourse	3	
4	Teaching of pre-reading activities	3	Reading
5	Teaching of reading	1	
6	Teaching of phonological awareness	6	
7	Teaching of alphabetic principle	4	
8	Teaching of vocabulary	3	
9	Teaching of fluency	3	
10	Teaching of comprehension	6	
11	Phonology	4	
12	Teaching of pre-writing activities	3	Writing
13	Syllabus, schemes of work, lesson plan and records of work	4	
	TOTAL	46	



# Topic 1: English language core elements

Time: 1hour

## Introduction

The teaching of English Language focuses on the skills of the language. These skills are listening, speaking, reading, writing, structure and use of language and critical thinking and reasoning. Student teachers need to be equipped with these skills for effective teaching of the subject. The knowledge of the skills and their outcomes helps the teachers to use appropriate strategies that facilitate understanding of the concepts taught. In this topic, you will examine the English language core elements and their outcomes.

## Success criteria

By the end of this topic, you must be able to:

- describe the English language core elements and their outcomes.

## Background information

### Core elements and their importance

#### Listening

Listening is a process of paying attention, analyzing and critically understanding a given speech. A good listener closely follows a speaker's line of thought, poses question and takes sides for or against the speaker's point of view. It is the responsibility of the teacher to ensure that learners pay desired attention through use of a variety of techniques and activities that gain learner's attention. Listening skill is vital in listening comprehension, dictation and note taking.

#### Importance of listening skill

- helps learners develop critical understanding of situations in order to respond appropriately.
- trains learners to listen attentively.
- arouse learner's interest through listening to stories, poems and speeches.
- promotes self - expression as learners retell stories, speeches and poems.
- trains learners to think critically and logically.

#### Speaking

Speaking skill deals with oral communication that enables the exchange of opinions and thoughts in everyday life. Effective communication is a pre-requisite aspect for meaningful teaching and learning. Teachers need to be knowledgeable about the speaking skill in order to effectively prepare learners into effective classroom interaction during the teaching and learning process. The topics include asking for and giving information, introducing oneself and others, and giving and following commands. In upper classes speaking skills can be developed through a number of situations, including panel discussion, interviews, speeches and simulation. Teachers need to know how to develop activities for these situations to help learners develop speaking skills.

## **Reading**

Reading is an important skill in children's learning because it helps to show their progress in learning. Readers attach meaning to what they read. This promotes children's learning. When children are able to read, they can learn on their own. Adequate knowledge about reading skill helps the teacher to direct learners in reading activities effectively.

## **Writing**

Writing is a very important skill in literacy development. Learners need to develop writing skill at early stage because it is a learning tool. Teacher's knowledge and competency in writing helps to assist learners develop writing skill. This ability enables learners to enjoy learning as they ably express their opinions and thoughts through writing. Learners have an opportunity to learn on their own thereby maximizes learning time.

## **Structure and use of language**

It is a basis for effective communication. It enables learners to understand the correct usage of structure of language basing on set rules governing it. Examples of topics that generate ---this skill include parts of speech, forms and types of sentences and tenses. As such teachers need to have deep understanding about structure and use of language to help learners develop the skill. Learners enjoy learning when they demonstrate mastery of language rules.

## **Critical thinking and reasoning**

This skill is very important in teaching and learning process. Teachers should be equipped with knowledge and skills on how they can make learners solve problems they face in their daily life. Activities that learners are engaged in, should provoke their thinking and reasoning ability. When learners are critically involved in such activities, understand concepts easily and intrinsically motivated. Examples of such activities include writing or telling imaginative stories, solving crossword puzzles, riddles and analysis of literary materials.

## **Tasks**

### **For student teachers**

#### **Task 1:Identifying English language core elements**

- 1 In pairs, identify English language core elements using English module, Teacher's guides and English Syllabus.
- 2 Share your findings with your group.
- 3 Present the findings in plenary.

#### **Tips**

- Use the internet, library books to compare your findings about core elements.
- Consolidate the activity.

#### **Task 2: Examining the importance of English language core elements**

- 1 In groups, examine the importance of English language core elements.
- 2 Write your findings on a chart paper.
- 3 Display your work in a gallery.

#### **Tips**

- Search the information on internet and in the library.
- Consolidate the activity.

### **Task 3: Describing English language core elements and their outcomes**

- 1 In groups, describe English language core elements and their outcome using the front matter in the module or syllabus.
- 2 Write the findings on a chart paper.
- 3 Present your work in plenary.

#### **Tips**

- Search the information on internet and in the library.
- Consolidate the activity.

### **Summary**

English language core elements form the basis for teaching English language. It is of paramount importance that student teachers and teachers should have sound knowledge and understanding of the core element and its outcomes for

effective teaching and learning. This topic has exposed the student teachers to these core elements and their outcomes. This knowledge will help the student teachers ably handle the teaching of English language.

### **Reflection and assessment**

- 1 State the six English language core elements.
- 2 Explain the importance of each English language core element.
- 3 Describe the outcome of each English language core element.
- 4 Explain how you would teach English language core elements to primary school learners.

### **Glossary**

**Core element:** main component

**Outcomes:** results or products

### **References**

MIE. (2008). *Initial primary teacher education: English tutors' handbook*. Domasi: MIE.

MoEST. (2010). *IPTE Through ODL English module 3*. Lilongwe: MoEST.

MoEST. (2007). *Initial primary teacher education teaching syllabus for English*. Domasi: MIE.

## Topic 2: Teaching of dialogues

**Time:** 5 hours

### Introduction

Oral communication is important because it enables the exchange of opinions and thoughts in everyday life. Oral communication is done through conversation in other words dialogue. It is therefore important to teach learners how to communicate effectively in English when in conversation with people. In this topic, you will learn different approaches in the teaching of dialogue in English.

### Success criteria

By the end of the topic, you must be able to:

- describe qualities of a good dialogue.
- describe procedures for teaching dialogues.
- practice teaching dialogues .

### Background information

A dialogue is a conversation between two people or parties. Although there can be more than two people in a conversation but it is always two people or parties speaking to each other. Dialogue helps learners to develop English language skills such as speaking and listening because they practice to mimic a real face-to-face conversation. It requires the teacher to be knowledgeable about topics that will effectively prepare learners to engage in dialogue in English. The topics include asking for and giving information, introducing oneself and others, and giving and following

commands. Dialogues should avoid simple question by the teacher and answer by the learner in order to prepare learners for effective everyday communication in English. It is important therefore that teachers should put emphasis on the characteristics of a good dialogue that will allow learners to express themselves fluently and reflect their real life situations. A good dialogue should be brief and easy to memorise, flow logically, be based on real life experiences of the learner and be able to arouse learners' interest.

Meaningful dialogue requires guidance from the teacher. Prior to starting a dialogue activity, learners should be given the opportunity to learn the vocabulary, language structure and use and other needed information to successfully accomplish the task.

Learner 1: Hello, how are you?

Learners 2: I'm well. Thank you. How are you?

Learner 1: I'm also well. Thank you. What is your name?

Learner 2: My name is Wongani Chileta. What is your name?

Once the learners are well  
 Once prepared, the environment for the dialogue should be clearly identified by the teacher to the learners. In other words, learners should know the topic of the conversation, who they will be speaking to, about what, and for how long. The teacher should demonstrate how to do the activity. For example, a teacher can present a sample dialogue on flipchart or chalkboard to the learners. The teacher should then model this conversation by reading and demonstrating the dialogue to the learners. Learners can then be asked to modify the dialogue. This modification can be done by placing different questions into the conversation or by extending the conversation through adding additional questions to the dialogue. However, for this to be a success the teacher needs to plan appropriate procedure for teaching the dialogue. Sometimes the teacher can write the dialogue on the chalkboard or flip chart then engage the learners to identify characters or speakers in the dialogue. Furthermore, the teacher selects some vocabulary that might hinder understanding and then discusses the meanings together with the learners. Thereafter, the teacher demonstrates reading aloud the dialogue once or twice while making use of voice variations such as intonations and gestures. After giving an example on how to read the dialogue, the teacher asks different pairs of learners to practise reading the dialogue. Lastly, the teacher asks oral questions to check learners'

understanding of the language being practised.

## Tasks

### For students teachers

#### Task 1: Describing qualities of a good dialogue

- 1 In groups, find a dialogue from learners' book and brainstorm qualities of a good dialogue.
- 2 Search for information from the library and internet qualities of a good dialogue.
- 3 Present the findings and consolidate.
- 4 Compare and contrast the information you found in the English teacher's guides, and library and internet.
- 5 Present your findings in a gallery walk.
- 6 Consolidate your findings.

#### TIPS

- collect in advance English Teacher's guides and library books that might contain information on approaches to the teaching of dialogue.
- ensure beforehand the availability and functioning of ICT tools such as computers and smart phones and internet network.
- you may use a vein diagram to outline the differences and similarities between the approaches to the teaching of dialogue found in English teacher's guides, and library books and internet.



### **Task 2: Exploring procedures for teaching dialogue**

- 1 In groups, find information about the procedure for teaching dialogue.
- 2 identify procedures for teaching dialogue.
- 3 Present your work in plenary.
- 4 Consolidate the task.

### **Task 3: Observing teaching a dialogue**

- 1 Go to a demonstration school and observe a teacher teaching phonological awareness.
- 2 Discuss the lesson presentation.
- 3 Consolidate the activity.

### **Task 4: Teaching a dialogue**

- 1 Choose a dialogue in learners 'book.
- 2 Watch your lecturer model teaching of dialogue.
- 3 Prepare a mini- lesson.
- 4 Present the mini-lesson.
- 5 Discuss the presentation as a class.

#### **Tips**

- 1 You may write your findings on the chalkboard or put them on the walls then engage in walk around and talk around to see what ideas from other groups.
- 2 Search for procedures that would promote effective participation of all learners including those with impairments.
- 3 Make sure that you explain clearly to the learners on the materials to bring so that they should be effective in modelling a dialogue.

- 4 Make sure that both boys and girls have opportunity to actively participate.
- 5 Use vocabulary and language structure that you have already taught them.

### **Summary**

The topic has provided the definition of dialogue as a conversation between two peoples or parties. It has further presented the importance of teaching dialogues that it helps learners to develop English language skills such as speaking and listening because they practice as in real life situation. The topic has also provided student teachers an opportunity to explore qualities and procedures for teaching dialogue. The knowledge and skills gained from the topic will help student teachers to teach dialogue effectively.

### **Reflection and assessment**

Why is teaching dialogue important?

- 1 Explain the procedure that you would use to teach dialogue.
- 2 Describe qualities of a good dialogue.

### **Glossary**

**Communication:** meaningful interchange of thoughts and ideas.

Dialogue conversation between two persons.

**procedure:** a logical step by step way of teaching a language

activity that a teacher follows in lesson delivery.

**Vocabulary:** a list of words used in language learning.

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- Malawi Institute of Education. (2010). *Initial primary teacher through open and distance learning (ODL) English-module1*. Domasi: MIE.
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- Malawi Institute of Education. (2013). *Malawi primary, secondary and teacher education critical thinking sourcebook for Malawi*, Domasi: MIE. Victoria
- Fromkin, et al. (2011). *An introduction to Language* (9<sup>th</sup> edition) Wadsworth: Cenegage.

## Further reading

Teaching English: Having Fun with Dialogues

<https://www.teachingenglish.org.uk/article/having-fun-dialogues>.

American English: Information Gap in Communicative Classrooms

[https://americanenglish.state.gov/resource/s/english-teaching-forum-2001-volume-39-](https://americanenglish.state.gov/resource/s/english-teaching-forum-2001-volume-39-number-4#child-982)

[number-4#child-982](https://americanenglish.state.gov/resource/s/english-teaching-forum-2001-volume-39-number-4#child-982).

American English: A Useful Tool in Increasing Student-Talking Time

[https://americanenglish.state.gov/resource/s/english-teaching-forum-2004-volume-42-](https://americanenglish.state.gov/resource/s/english-teaching-forum-2004-volume-42-number-2#child-480)

[number-2#child-480](https://americanenglish.state.gov/resource/s/english-teaching-forum-2004-volume-42-number-2#child-480).

## Topic 3: Classroom discourse

**Time:** 3 hours

### Introduction

Teaching and learning in the classroom involves teachers interacting with learners. Much of the classroom time is spent on verbal exchanges between the teacher and learners or among learners. It is the responsibility of the teacher to make sure that there is effective communication to facilitate learning. When teaching, teachers should choose simple language that learners will understand. It is of no value to use language that learners will not understand. Classroom language is referred to as classroom discourse. Classroom discourse should make communication in the classroom easy. In this topic, you will be equipped with skills and knowledge of using appropriate classroom discourse in order to effectively interact with learners in different situations and at different levels.

### Success criteria

By the end of this topic, you must be able to:

- describe different situations for classroom discourse.
- apply appropriate discourse in different situations for language practice.

### Background information

Classroom discourse refers to the language that teachers and learners use to communicate with each other in the classroom. Simply put, classroom

discourse is the language of teaching and learning. It includes spoken language, non-verbal gestures and facial expressions that are connected to each other in classroom interactions. Classroom discourse is important because it facilitates learning, assists in class time management, and ensures gradual language learning. English teachers are expected to communicate in English with their learners in all situations. For effective communication, the teachers should avoid use of lengthy language structures or difficult words to English language learners. Instead, they should choose simple and direct language. For example, English language learners may not understand if you say: *"I would like you to return to your place and resume your seat"*. Instead, you can just say: *"Go back to your place"*, with gestures. The nature of classroom discourse would vary with the class level. For instance, standard 1 learners would require simpler and shorter words and phrases than standard 5 learners. There are various situations in which teachers can use classroom discourse. The following are some of the situations and examples of classroom discourse:

#### Getting into the classroom

- Get in, please
- Knock before you get in
- Don't push one another

#### Getting out of the classroom (break time/knock off time)

- It's time for break

- It's time to go home
- Good bye learners
- Go for break

### **Getting into pairs/groups**

- Be in pairs
- Get into groups of five
- Work in pairs
- Turn to your partner
- Count one to five
- All the ones make a group
- Class, get into your groups

### **Organising a demonstration**

- Group leaders, come here, please
- Class, look at me
- Watch and listen
- Get into pairs
- Mary, begin
- Class, stop

### **Giving instructions**

- Take these books and distribute them to your friends
- Go back to your places
- Write the exercise on page 12
- Use your pencils

### **Maintaining discipline**

- Silence, please!
- Mphatso, keep quiet!
- Tadala, stop that!
- What are you doing, Chikondi?

### **Requesting for oral response**

- Say after me
- Say it again
- A complete sentence, please!
- Louder, please!

### **Showing disapproval**

- Not quite right
- Try again

- Almost, but not as good
- Not really

### **Organising a reading activity**

- Open your books at page 21
- Look at this card
- Class, watch and listen
- Turn to page 4

### **Praising**

- Good
- Well done, children
- Excellent
- Very good

### **Concluding a stage in a lesson**

- Now, put your books away
- Clean the chalkboard, please
- Close your books.
- Everyone, stop

### **Asking for permission**

- May I go out, Sir?
- Can I sit here, Madam?
- Can I use a red pen?
- May you work with me?

### **Tasks**

#### **For student teachers**

#### **Task 1: Exploring situations for classroom discourse**

- 1 In groups, explore five situations in which classroom discourse is used.
- 2 Brainstorm examples of classroom discourse for the situations for different class levels.
- 3 Present your work to the whole class in plenary.
- 4 Discuss appropriateness of the examples.

### Tip

You may use the think- pair- share

#### Task 2: Examining use of classroom discourse

- 1 Arrange for a visit to a demonstration or nearby school for lesson observation.
- 2 Observe a number of lessons in different levels of classes.
- 3 Record classroom discourse examples and situations.
- 4 Classify the discourse examples into those that facilitated learning and those that assisted in class management.
- 5 Present your findings to the whole class in plenary.
- 6 Discuss your findings.

### Tips

- Follow procedures for arranging a visit to a school.
- You may classify discourse examples in a table with two columns labelled 'Facilitated learning' and 'Assisted in class management'.

#### Task 3: Practising using classroom discourse

- 1 Watch your lecturer model using classroom discourse.
- 2 In groups, choose a situation for using classroom discourse.
- 3 Prepare an English lesson activity in which you would use classroom discourse for the situation you have selected.
- 4 Micro-teach the lesson in the class.

- 1 Allow comments from class members on the classroom discourse used.

### Tips

- Ensure that both male and female student teachers have an opportunity to micro-teach.
- Record the presentations using any device such as cell phones for reference during class discussion.

#### For primary school learners

#### Task 4: Transforming the following language structures into classroom discourse appropriate for standard two English learners.

- 1 You have given a good answer.
- 2 Look here.
- 3 Take your books and open at page 8.
- 4 The time for the activity is over. I hope you have finished doing the activity.
- 5 I want all of you, who came to the front to return to your places.

### Summary

The topic has presented classroom discourse as language that teachers and learners use to communicate with each other in the classroom. It has further presented the importance of classroom discourse as helping to facilitate learning, assisting in class time management, and ensuring gradual language learning. The topic has also discussed situations and examples of classroom discourse. Examples of situations when classroom discourse can be used are maintaining classroom discipline,

giving activity instructions and showing disapproval. An example of classroom discourse in a situation of giving activity instructions is 'Open your books at page 41', 'Look at the pictures', 'Point at the shoe'. The topic has also provided student teachers an opportunity to explore classroom discourse situations and use classroom discourse. The knowledge and skills acquired will help student teachers to use appropriate classroom discourse.

### Reflection and assessment

- 1 Define classroom discourse.
- 2 Why is classroom discourse an important topic to student teachers?
- 3 In which situations would a teacher use the following classroom discourse?
  - i Group leaders, begin.
  - ii Pens down!
  - iii Not really.
  - iv Read the first paragraph.
  - v Sumani, listen.

### Glossary

**classroom discourse:** language that teachers and learners use to communicate with each other.

**disapproval:** saying that something is wrong.

**non-verbal language:** communication through use of actions or gestures and facial expressions.

**oral response:** answer that is not written.

### References

Early childhood education: Classroom discourse

Jelani, J. (undated). How rich is your classroom discourse? Retrieved on 08/05/2017 from

<https://www.amle.org/BrowsebyTopic/whatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/459/How-Rich-Is-Your-Classroom-Discourse.aspx>

MIE. (2008). *Initial primary teacher education: English tutors' handbook*. Domasi: MIE.

### Further reading

Schoolbag.info/pedagogy/early/51.htm

## Topic 4: Teaching of pre-reading activities

**Time :** 3 hours

### Introduction

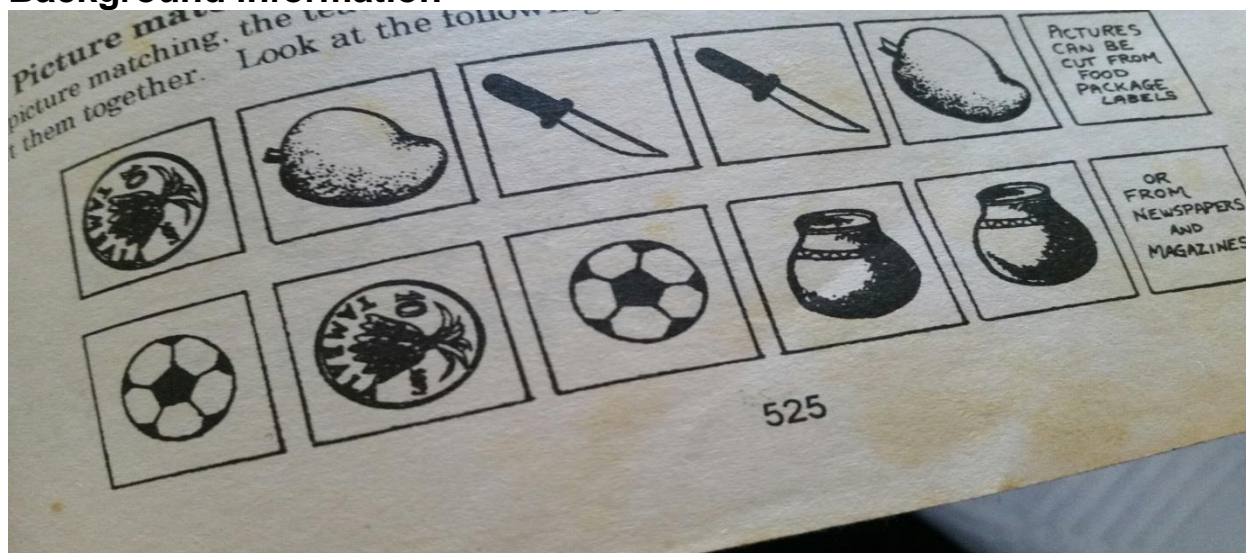
When children start formal education, they come with very little background concerning reading. Pre-reading activities prepare learners for actual reading. Teachers need to have knowledge on the teaching of pre-reading activities in order to effectively help learners to get ready to learn to read. In this topic, you are going to explore pre-reading activities, their importance and how to teach them.

### Success criteria

By the end of the topic, you must be able to:

- describe pre-reading activities.
- develop pre-reading activities.

### Background information



Reading is an important skill in children's learning because it helps to show their progress in learning.

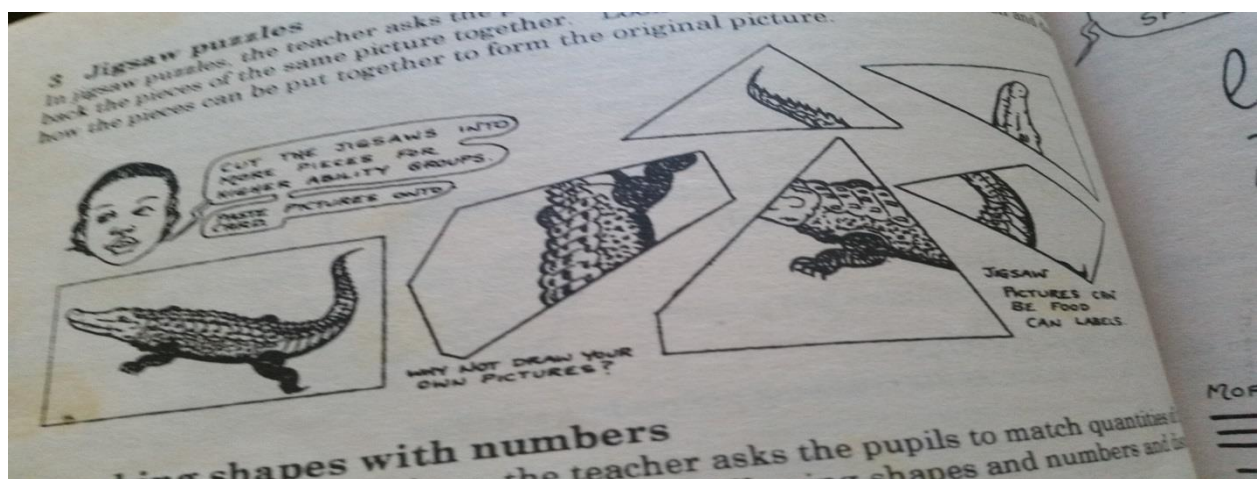
Reading is not just pronouncing words, rather getting meaning from them. It is very important because it promotes children's learning. When children are able to read, they can learn on their own. It is therefore essential to prepare learners for reading using pre-reading activities so that they do not face challenges to read and are able to become independent learners. Pre-reading activities help learners to work with patterns, pictures, shapes, pieces of jigsaw puzzles and picture stories. Pre-reading activities include:

**Picture matching:** The teacher asks the learners to select pictures that are the same and put them together. For example, (picture of different sets of pictures like pictures of people, animals or objects see example below)

**Shape Matching:** the teacher asks learners to select the shapes that are the same and put them together. (picture of different shapes in pairs or triples spread around) for example, see below



**Jigsaw puzzle:** The teacher asks learners to get back to the original picture by putting back the pieces of the same picture together. Look at the illustration below:



**Matching shapes with numbers:** The teacher asks the pupils to match quantities of the shapes with the actual numbers. Look at the shapes and numbers below



**Copying shapes, numbers, and letters:** Teacher asks learners to trace, copy or write letter patterns and numbers on sand or paper. (illustration of letters and numbers with dotted lines)

**Forming letters using different objects:** Learners can form letters using stones, seeds, match sticks, bottle tops.

**Telling and listening to picture stories.** The teacher can tell a story from several pictures and ask learners to retell the story. The teacher can provide a series of pictures and ask learners to make their own stories from the pictures.

These pre-reading activities help learners to discover that printed words are meaningful and that it follows a particular direction. Pre-reading activities arouse learners' interest and motivate them to start to seek meaning in what they see or hear being read to them. It is important for a teacher to prepare pre-reading activities in advance. If properly stored, the activities can be used for several years.

## Tasks

### For student teachers

#### Task 1: Exploring and describing pre-reading activities

- 1 Recall your first reading experiences. Did you like reading? Explain why?
- 2 What activities were you given to help you to learn to start reading?
- 3 Use the internet, books, or ask standard 1 teachers, and find out activities that they use to teach standard 1 learners before they start to read.
- 4 In groups, compare and share the activities with those of your first reading experience.
- 5 Present your findings to the whole class in plenary.

#### Tip

Use smart phones, library, and experienced teachers to get more information.

#### Task 2: Developing and analysing pre-reading activities

- 1 Using locally available resources such as magazines, newspapers,

pictures, colored chalk and bottle tops develop materials for pre-reading activities.

- 2 Prepare a pre-reading activity.
- 3 Use think-pair-share to analyse how effective the activity would be in helping learners to start reading.
- 4 Present your work in a gallery walk.

### Tip

Use procedures for feedback during the gallery walk.

### Task 3: Practising teaching pre-reading activities

- 1 Watch your lecturer model teaching pre - reading activities.
- 2 In groups, prepare a mini lesson on pre-reading activities.
- 3 Micro-teach the lesson.
- 4 Use strategies such as demonstration, think-pair-share during micro teaching.
- 5 Discuss in plenary after the mini-lesson presentation.

### Tips

- Follow procedures for feedback during discussion after micro-teaching.
- Give learners enough time to do the pre-reading activities.

### Summary

In this topic, student teachers have been exposed to the examples of pre-reading activities and the important role that they play in preparing learners for actual reading. Learners can work with colours, shapes, patterns, pieces of puzzles and picture stories in preparation for actual

reading. Pre-reading activities help learners to discover that print is meaningful and that it follows a particular direction. They also arouse learners' interest in reading and motivate learners to start to seek meaning in what they see or hear being read to them. Pre-reading activities include picture matching, shape matching, matching shapes with numbers, jigsaw-puzzle, copying shapes, numbers and letters, forming letters using different objects, telling and listening to picture stories. Student teachers have also practised teaching the pre-reading activities and describing, developing and analysing them. The knowledge and skills gained from the topic will help the student teachers to develop and use pre-reading activities that will effectively prepare learners for actual reading.

### Reflection and assessment

- 1 Define pre-reading activities?
- 2 In your own words explain how each pre-reading activity helps to prepare learners for actual reading.
- 3 Explain how you would involve learners when teaching pre-reading activities?
- 4 Describe some effective strategies for teaching pre-reading activities?

### References

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## Further Reading

## Topic 5: Teaching of Reading

**Time:** 1 hour

### Introduction

Reading involves many interactive processes. It involves awareness of sounds we hear and produce and the letters of the alphabet that represent those sounds. It also involves knowledge of words and their situational use in spoken and written language. In order to choose the best method of teaching reading, one has to understand the concept and nature of reading. Reading is viewed as a receptive language process that involves an interaction between a writer and a reader. In the process of reading, the reader decodes language that the writer encoded as language. Reading is also viewed as a process of making meaning from print that involves word recognition, comprehension, fluency, and motivation.

### Success criteria

By the end of this topic, you must be able to:

- describe the main approaches to the teaching of reading.

### Background information

Reading as a language skill aims at getting language users to make sense of a written text. Any approach to the teaching of reading should be aimed at helping the reader comprehend what is being read. However, to get to that level, there are several stages. Beginning reading instruction should be concerned with developing the

skills involved in recognizing written words as in phonics approach.

Beginners in the phonics approach are taught the identities of the letters, the sound that each letter represents, and are engaged in forming words and writing words by combining the sounds or letters. Word recognition is built on the ability to sound out words, given knowledge of the sound-symbol correspondence and spelling patterns. Word recognition involves breaking up a word into components and using meaningful word parts, to decipher the word. The ultimate goal of word recognition is automaticity, or recognizing the majority of words automatically.

Contrary to the phonics method, whole word approach involves recognition of words as whole units without breaking them down into sounds or letter groupings. It emphasizes learning to read through the act of reading. In its purest form, there is no teaching of the letter-sound relationship; but learners are encouraged to recognize words in relation to other words in context.

In both approaches, there are traces of teaching vocabulary to enhance reading. The phonics approach teaches reading of words by splitting them into sounds, whereas the whole word approach teaches reading of words as whole units. This signifies that vocabulary instruction is paramount to the teaching of reading. It is worth

noting that reading increases in power and flexibility with practice.

Looking closely at the two main approaches to reading instruction, one can extract five components in the teaching of reading:

- 1 Phonological awareness
- 2 Alphabetic principle
- 3 Vocabulary
- 4 Fluency
- 5 Comprehension

These five components are the cornerstones for reading instruction.

These five components of reading instruction are presented in detail in the next chapters.

## TASKS

### For student teachers

#### Task 1: Describing the concept of reading

- 1 Individually write down your understanding of reading.
- 2 Share your meaning with a partner.
- 3 Share the definitions as a class.
- 4 Consolidate the meanings.

#### Task 2: Describing the main approaches to reading instruction

In groups,

- 1 Identify the main approaches to reading instruction.
- 2 Compare and contrast the approaches.
- 3 Present your work to the class.
- 4 Consolidate the findings.

### Tip

Search for the information on the internet or in the library.

#### Task 3: Identifying suitable approach for lower and upper primary

- 1 Present this motion: *Phonics approach can be used in upper primary.*
- 2 Hold a debate on the motion.
- 3 Consolidate the main arguments presented during the debate.

### Tip

Those who agree with the topic should form one group and those who oppose should also form one group.

## Summary

This topic has introduced the concept of reading and approaches to teaching reading. The main purpose of reading is to extract meaning from print or written text. However, learning to read starts from sounding out words. Then, the beginning reader is introduced to techniques for comprehending texts. There are two main approaches to reading, phonics and whole word. From these approaches five main components of reading instruction emerge: Phonological awareness, alphabetic principle, vocabulary, fluency and comprehension. These components of reading will further be explored in the next units.

## Reflection and Assessment

- 1 What is reading?
- 2 Describe two main approaches to reading instruction.
- 3 How related are the five components of reading instruction?

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## Topic 6: Teaching of phonological awareness

**Time** 6 hours

### Introduction

Phonological awareness is not only important in learning to read, but also enhances writing skills. It is linked to phonology in that they are both concerned with sounds of letters or speech sounds. This topic is important for teachers to familiarize themselves with phonological awareness activities that they can do with learners in the early stages of learning to read.

### Success criteria

By the end of this topic, you must be able to:

- use appropriate techniques to teach different sounds.
- assess phonological awareness.
- use tools for assessing phonological awareness.

### Background information

Phonological awareness is the ability to hear, identify and manipulate sounds and sound segments in spoken words. In other words, it is the ability to recognize that words are made up of discrete set of sounds and to manipulate those sounds. For example, the word 'boy' has three discrete sounds /b/, /o/, /y/. In phonological awareness, children take words apart, put them back together again and change them. Phonological awareness is done orally, calling attention to the sounds, not the letters or which letters make which sounds.

When children know the relationship between letters and their sounds they can decode words and sentences on their own. Decoding is sounding out words. It involves taking apart the sounds in a word (segmenting) and blending the sounds together. Decodable words follow the rules of phonics. That is, they are spelt the way they sound. Examples of decodable words include *jam* and *nest*.

With phonological awareness activities, children become aware that language is made up of individual words, that words are made up of syllables, and that syllables are made up of letters (phonemes). It is important to note here that it is not the jargon children learn. Learners should not be introduced to such words as syllables and phonemes.

Phonological awareness also helps children in learning to write. In the beginning, many children let a single letter stand for an entire word. Later, they put in more letters and often say the word they want to write, dragging out its sounds to hear what letters they might use. The techniques for developing phonological awareness in learners include:

- **sound identification** like the word **cake** starts with the sound /k/,
- **sound differentiation** for example, the initial sounds of the words **back** and **pack** are different,
- **sound blending** like the sounds /s/ + /e/ + /t/ make the word **set**,

- **sound segmentation** for example there are three sounds in the word **put**: /p/ /u/ /t/,
- **sound deletion** like if we deleted the first sound of the word **pat**, we would have the word **at**,
- **sound substitution** for example, if we substituted the sound /b/ in the word **bin** with the sound /p/, we would have the word **pin**.

There are a lot of phonological awareness activities that include games and songs. These are included in the teachers' guides for standards 1 and 2. Some of these games and songs are found at the last pages of the teachers' guides. One famous song which is used to teach the sounds /f/ and /m/ is this:

*I will make you fishers of men if you follow me.*

When singing this song, all female learners stand up at the mention of the sound /f/ and sit down at the mention of the sound /m/. Likewise, all male learners stand up at the mention of the sound /m/ and sit down at the mention of the sound /f/.

An example of a phonological awareness game is this:

*Say a sound, not a letter name, and have all the children whose names begin with the sound come forward quickly. For example, stretch out the sound /s/ as you make it: s-s-s-s. As you make the sound, learners whose names are Steve, Cynthia, Susan, Samuel should come forward. If a learner whose name begins with that sound but does not quickly come forward, loses the game.*

Assessment of phonological awareness involves examining learners' ability to

sound out letters and how the sounds make words. This is done through:

- a. **Phoneme segmentation** is the ability to break a word into individual phonemes

Example: What sounds do you hear in "mat?" (Correct answer is /m/- /a/-/t/)

- b. **Blending phonemes into whole words**

Example: What word do these sounds make? /c/- /a/-/t/ (Correct answer is cat)

- c. **Phoneme matching** is the ability to identify words that begin with the same sound

Example: Which words sound alike? Pit, met, pin (the answer is pit and Pin)

- d. **Phoneme isolation** is the ability to isolate a single phoneme from within a word.

- i. Initial or first sound.

Example: What is the first sound in "sat" (Correct answer is /s/)

- ii. Medial (middle) sound

Example: What is the middle sound in "sat" (Correct answer is /a/)

- iii. Final (last) sound

Example: What is the last sound in "sat" (Correct answer is /t/)

- e. **Phoneme manipulation** involves deleting or adding a phoneme to make a new word

Example: say "pit" without /p/ (correct answer is "it")

Say "pi". Now change the /p/ in "pit" to /s/(correct answer sit)

**Note:** Assessment of phonological awareness must be done one on one.

## Tasks

### For student teachers



**Task 1a: Identifying techniques for developing phonological awareness in learners**

- 1 In groups, find out from the internet or English teacher's guides for standards 1 and 2 what is involved in each of the techniques for developing phonological awareness in learners.
- 2 Present your work to the class for discussion.
- 3 Make notes as you discuss.

**Task 1b: Preparing activities for developing phonological awareness in learners**

- 1 In groups, prepare an activity under each technique for developing phonological awareness in learners.
- 2 Compare the activities that you have prepared with those by other groups.
- 3 Compare and contrast your phonological awareness activities for each technique with activities the English teacher's guides for standards 1 and 2.
- 4 Present your findings in a gallery walk.
- 5 Practice some games and sing some songs that help to develop phonological awareness in learners.

**Tip**

Plan to cover Tasks 1a and 1b within an hour.

**Task 2: Practising using methods for teaching phonological awareness**

- 1 Watch your lecturer model teaching phonological awareness.
- 2 In groups, choose one phonological awareness technique and search for a corresponding activity in the English teacher's guides for standards 1 and 2.
- 3 Study the phonological awareness activity in the teacher's guide.
- 4 Choose one member from the group to present a mini-lesson on the activity.
- 5 Discuss the mini-lessons.
- 6 Using the observations, you made during the mini-lessons, analyse challenges you would face in teaching phonological awareness in a large class.

**Tips**

- Groups should choose different phonological awareness techniques to have a variety of activities in the mini-lessons.
- Involve both male and female student teachers in the presentation of mini-lessons.

**Task 3: Observing teaching phonological awareness**

- 1 Go to a demonstration school and observe a teacher teaching phonological awareness
- 2 Discuss the lesson presentation.
- 3 Consolidate the activity.

#### **Task 4: Practising teaching phonological awareness**

- 1 Identify a phonological awareness lesson activity from any teachers guide
- 2 Prepare a lesson
- 3 Present the lesson in class
- 4 Discuss the lesson in class.

#### **Task 5: Using tools for assessing phonological awareness**

- 1 In groups, search for information in the library and on the internet on tools for assessing phonological awareness in early grade learners
- 2 Using the information, discuss the tools for assessing phonological awareness in early grade learners
- 3 Develop the tools for assessing phonological awareness in early grade learners
- 4 Use the tools for assessing phonological awareness in early grade learners in a mini lesson.

### **Summary**

This topic has presented the definition of phonological awareness as the ability to hear, identify and manipulate sounds and sound segments in spoken words. It has further provided opportunity to student teachers to discuss and practice using techniques for developing phonological awareness in learners. With the knowledge and skills gained from the topic, student teachers will use appropriate methodologies to teach different sounds.

### **Reflection and assessment**

- 1 Define phonological awareness.
- 2 Describe five techniques for developing phonological awareness in learners.
- 3 How would phonological awareness help children in learning how to write?
- 4 What would be the challenges in teaching phonological awareness to a large class? Suggest how you can deal with these challenges.

### **Glossary**

**decoding:** Sounding out words.

**syllable:** any one of the parts into which a word is naturally divided when pronounced

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## Topic 7: Teaching of alphabetic principle

**Time:** 4 hours

### Introduction

Learners' development of knowledge and skills in reading builds from the knowledge that there is a relationship between letter name and sound. The understanding helps learners to have the ability to look at the words they have never seen before and assign probable pronunciation. This topic provides student teachers with strategies on how to develop knowledge of letter sound relationship in learners.

### Success criteria

By the end of this topic, you must be able to:

- identify letter sound relationships.
- describe strategies for teaching alphabetic principle.
- practise teaching of alphabetic principle using different strategies.
- assess alphabetic principle.

### Background information

Alphabetic principle is the ability to associate sounds with letters and use those sounds to read and spell words. Learners need to have an understanding that there is a relationship between letters and sounds. A learner who understands the alphabetic principle knows that words are made up of letters that represent speech sounds. As learners learn the alphabetic principle, they begin to recognize letter shapes and letter names, hence make connections between letter names and sounds. In order to understand how to teach

letter-sound relationship, student teachers must understand some differences between consonants and vowel sounds.

### Consonant Sounds

Consonants are the letters that stop or limit the flow of air from the throat in speech. Below are the sounds, or phonemes, of single consonants: /b/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, /v/, /w/, /y/, /z/.

### Vowel Sounds

A vowel is a sound made by the relatively free movement of air through the mouth, usually forming the main sound of a syllable. The vowels are /a/, /e/, /i/, /o/, and /u/. Each vowel has two sounds: a long sound and short sound. A vowel is usually short when there is only one vowel in a word or syllable, as in *cat*, *bed*, and *hot*. A long vowel sound is the same as its name. When a single vowel letter is in the end of a word (or syllable), it usually says its long sound (or its name), as in *go* and *be*. When two vowels go hand in hand in the same word (or syllable), the first vowel is usually long, and the second vowel is usually silent. e.g., *bake* makes the /ay/ sound (long a) and the *e* is silent; *goal* makes the /oh/ sound (long o) and the *a* is silent.

### Blends

When two or more letters appear together and you hear each sound that each consonant would normally make, the combination is called a blend. For instance, the word *blend* has two

consonant blends: *bl*, for which you hear the sounds for both *b* and *l*, and *nd*, for which you hear the sounds for both *n* and *d*. Another blend is *dr*, which blends the /d/ and the /r/ sounds together to make the /dr/ sound as in *drive*.

### Digraphs

A digraph is a single sound, or phoneme which is represented by two letters. In digraphs, consonants join together to form a kind of consonant team, which makes a special sound. For instance, *p* and *h* combine to form *ph*, which makes the /f/ sound as in *phone*. *ch*, which makes the /ch/ sound as in *watch*, *chick*, *chimpanzee*, and *champion*.

### Diphthongs

A diphthong is a complex sound made by gliding from one vowel sound to another within the same syllable, as in *boy* and *out*. Technically, a diphthong is such a sound that often consists of two vowels.

### Strategies to develop alphabetic principle

It is important to know that when teaching primary school learners, teachers must only emphasize on the association between the speech and letters, how to put these sounds together to form a word and not the advanced terminology such as diphthongs, digraphs and blends.

**1 Letter-sound identification:** This is an activity where students identify initial letter sound of a word. This can be done by attaching a picture to the word. In

this strategy, children simultaneously use the beginning letters of the particular word with their sense of meaning for the sentence to rapidly identify an unknown word. This strategy includes prompts by the teacher such as the following options:

- Look at the first letters. How does that word start? Get your mouth ready (to make that sound).

- Look at the way the word begins.

Now look at the picture. What word would make sense here?

**2 Syllable segmentation:** This is a phonic instructional strategy where a word is segmented into syllables and learners sound them from left to right in order to sound out the whole word. It is done by stretching out the sounds, and producing them in order. It is a procedure that gets the decoding started and ensures that the segmented sounds are all included.

**3 Syllable blending:** This is an activity that follows the syllable or letter segmentation. This is where sounds are blended (brought together) to get and sound the word. This helps the learners to realise that a word is made up of smaller units i.e. letters/sound/syllables.

**4 Syllable deletion:** This is an activity where students with the help of teachers delete a syllable to remain with two or more syllables that make a sensible word after deletion. For example, in the word

‘phoneme’ you can delete the last syllable ‘me’ to remain with the word ‘phone’. The remaining part of the word “phone” is still making sense.

- 5 **Syllable substitution:** Syllable substitution is another activity where students substitute syllables to make different words. This is done when the teacher wants his learners to practise making different words using the same syllable. For example; In the word ‘identity’, you can remove the last syllable ‘ty’ and replace it with ‘fy’ to make ‘identify’

### Some factors that teachers can consider when teaching Alphabetic Principle

- Letter-Sound relationships should be taught explicitly and in isolation to avoid confusing the learners.
- First teach the commonly used letter-sound relationships.
- Primary learners should be provided an opportunity to practice letter-sound relationships in daily lessons.
- The blending instruction must use words that contain letter-sound relationship that children have learnt.
- Provide practice opportunity that include new sounds and cumulatively practice the previously taught letter sound relationships.
- Primary school learners should practise applying their letter sound relationship to the reading of phonetically spelled words that are similar in meaning.

Assessment of alphabetic principle can be done by asking learners to:

- a. Name letters by giving learners a list of letters and ask them to name each letter. Example: a k o l m q b w d c r e f n v t p s g i z h y x u
- b. Separate letters from a pile of letters, numbers, and symbols.
  - i. Example: y 3 { r, B, 4, \$, %, a, O, 8
- c. Categorise letters by uppercase and lower case.  
Example : a k j o l m q b w d c r e f n v t p s g i z h y x u A K O M Q B W D C R E F N V T P S G I H Z

### Tasks

#### For student teachers

#### Task 1: Practising letter-sound identification

- 1 In groups, use the library and internet to find information on letter sounds as follows: single consonants, vowels, blends, diagraphs and diphthongs. You may also visit a nearby school to find out from experienced teachers on how they sound and relate those sounds to letters.
- 2 Present your work to the whole class (articulation of letter sounds should be included in the presentation).
- 3 Discuss the letter-sound identification presentations in plenary.

#### Tip

If student teachers visit a school, advise them to find out from early grade teachers how they sound out a

## **Task 2: Identifying strategies for teaching alphabetic principle**

- 1 In groups, use the library and internet to find information on instructional strategies for alphabetic principle.
- 2 Visit a nearby school to find out from the teachers the strategies they use to teach alphabetic principle.
- 3 Describe the strategies.
- 4 Write the strategies on chart paper for a gallery walk.

## **Task 3: Practising teaching alphabetic principle**

- a) Watch your lecturer model teaching alphabetic principle.
  - b) Choose one strategy and prepare a Lesson Plan to use to teach alphabetic principle.
  - c) Micro-teach the lesson.
  - d) Discuss how the strategies were used to teach alphabetic principle in plenary.
- a) Task :Using tools for assessing alphabetic principle**
- b) In groups, search for information in the library and on the internet on tools for assessing alphabetic principle in early grade learners.
  - c) Using the information, discuss the tools for assessing alphabetic principle in early grade learners.
  - d) Develop the tools for assessing alphabetic principle in early grade learners.
  - e) Use the tools for assessing alphabetic principle in early grade learners in a mini –lesson.

## **Summary**

In this topic, student teachers have been exposed to the importance of alphabetic principle that it helps learners to identify letter shapes and letter names that in turn help them to sound the letters correctly. The topic has further provided knowledge and practice on blends, digraphs, diphthongs, consonants and vowel sounds. Student teachers have also learnt strategies for teaching alphabetic principle, and practised using them through micro-teaching. The strategies are letter-sound identification, syllable segmentation, syllable blending, syllable deletion and syllable substitution. The knowledge and skills gained from the topic will help student teachers to assist learners to learn to pronounce words correctly.

## **Reflection and assessment**

- 1 Explain the difference between consonant and vowel sounds?
- 2 What is the importance of teaching alphabetic principle?
- 3 How does sound segmentation and sound blending enhance the teaching of alphabetic principle?
- 4 What are the challenges of teaching alphabetic principle to the primary school learners?

## **Glossary**

**alphabetic principle** :knowledge of letter-sound relationship

**blend:** two or more letters appearing together and making a normal sound of each consonant.

**consonant:** letters that stop or limit the flow of air from the throat in speech.

**digraph:** single sound, or phoneme which is represented by two letters.

**diphthong:** complex sound made by gliding from one vowel sound to another within the same syllable

#### **letter-sound**

**identification:** activity where students identify initial letter sound of a word.

**syllable blending:** activity that follows the syllable or letter segmentation, where sounds are put together in order to get and sound the word.

#### **syllable**

**segmentation:** phonic instructional strategy where a word is segmented into syllables and learners sound them from left to right in order to sound out the whole word.

**syllable deletion:** activity where students with the help of teacher delete a syllable to remain with two or

more syllables that make a sensible word after deletion.

**syllable substitution:** activity where students substitute syllables to make different words.

**vowel** : sound made by the relatively free movement of air through the mouth, usually forming the main sound of a syllable.

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## Topic 8: Teaching of vocabulary

**Time:** 3 hours

### Introduction

Learners are able to communicate through listening, speaking, reading and writing when they acquire new words in English. The words that learners acquire are referred to as vocabulary. As children learn to read, they draw from the oral vocabulary they have learned by listening and speaking to others. Vocabulary acquisition is therefore important because it supports children's ability to communicate and read with understanding. In this topic, you will learn different techniques for teaching vocabulary.

### Success criteria

By the end of the topic, you must be able to:

- describe techniques for teaching vocabulary.
- use techniques for teaching vocabulary.
- assess vocabulary.

### Background information

Vocabulary acquisition is about learning meanings of words. Children acquire meanings of new words in the process of listening and speaking to others at home and school. Children who have well-developed vocabulary tend to acquire written language more efficiently than those who do not. For example, a student may be able to decode (i.e. sound out) words, but may still not be able to understand a text because she or he does not know the

meaning of words. This is why it is important for you to know techniques for teaching meanings of words in English. There are many techniques for teaching meanings of words. Among the techniques for teaching early grade learners are demonstrating or acting, miming or using facial expressions, showing a real object, and showing a picture, drawing or model.

You will teach vocabulary by showing learners the meanings of words with a variety of visual aids to accompany the unfamiliar oral language. There many ways to convey meaning beyond the words themselves, for example your tone of voice, facial expressions and gestures. The first language (L1) is also a valuable asset that should not be excluded from the process of learning English. Learners' L1 can either be used to present the equivalent of a single English word or phrase, or when necessary, by holding a discussion longer in the L1 about the meaning of the English vocabulary. Learners do not necessarily have to understand every single word every time they come across new words in order to construct meaning; over time, they will encounter those words again in different contexts and the repeated exposure will gradually build and reinforce their understanding. Vocabulary assessment can be done through checking learners accuracy in saying the names of real objects shown to them, things on pictures or drawings shown to them. The teacher should record any mistakes that the learner makes and analyse them to determine what instruction is needed.



## **TASKS**

### **For student teachers**

#### **Task 1: Describing techniques for introducing new vocabulary**

- 1 In groups, brainstorm the techniques for introducing new vocabulary in standards 1 and 2.
- 2 Discuss procedures for effective use of the techniques that have been mentioned
- 3 Share your procedure for discussion in plenary

#### **Task 2: Identifying factors that influence the choice of techniques for teaching vocabulary**

- 1 In pairs, discuss factors that influence the choice of techniques for teaching vocabulary.
- 2 Present your factors for discussion in plenary.

#### **Task 3: Using techniques for teaching vocabulary**

- 1 Watch your lecturer model teaching vocabulary.
- 2 Prepare a mini lesson to introduce new vocabulary using one of the techniques.
- 3 Discuss the mini lesson in plenary.

#### **Task 4: Using tools for assessing vocabulary development**

- 1 In groups, search for information in the library and on the internet on tools for assessing vocabulary development in early grade learners.
- 2 Using the information, discuss the tools for assessing vocabulary

development in early grade learners.

- 3 Develop the tools for assessing vocabulary development in early grade learners.
- 4 Use the tools for assessing vocabulary development in early grade learners in a mini lesson.

## **Summary**

In this topic, the meaning of vocabulary in the teaching of English has been provided as meanings of words in English language. In the topic, the importance of vocabulary acquisition to learners has been stated that it supports children's ability to communicate and read with understanding. Techniques for teaching vocabulary to early grade learners have also been presented as demonstrating or acting, miming or using facial expressions, showing a real object, and showing a picture, drawing or model.

## **Reflection and assessment**

- 1 Explain the importance of teaching vocabulary.
- 2 Describe two techniques for teaching vocabulary to early grade learners.
- 3 Provide examples of tools for assessing vocabulary development.

## **Glossary**

First language (L1): language spoken from birth

Vocabulary: knowledge of words and their meanings in a language

## References

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534-539.

## Topic 9: Teaching of fluency

**Time:** 3 hours

### Introduction

Fluency is one of the major components (goals) of reading instruction. A fluent reader reads accurately, quickly, and expressively. If learners read with recognition of words automatically and without analysis, they learn to pay attention to meaning. This topic presents the importance of fluency, the strategies that are aimed at developing fluency, and tasks for modeling fluency.

### Success criteria

By the end of the topic, you must be able to:

- describe strategies for teaching fluency
- assess fluency.

### Background information

Fluency is reading with accuracy, speed and prosody. It is important for learners to read fluently. When learners read fluently, it is easy for them to understand meaning and have the pleasure to continue reading the text. On the other hand, when students read without fluency, they are likely to miss the meaning of the text and they might not be interested to continue reading the text.

There are three main components of fluency, which are accuracy, speed and prosody. Accuracy is defined as the reader's ability to identify words correctly. Fluent readers can identify both familiar and unfamiliar words

accurately. This component helps readers to match letter and sound patterns and pronounce new words almost effortlessly and with little difficulty.

Speed is the ability of the reader to read quickly with automaticity.

Automaticity means being able to do something without thinking about it too much. It is an automatic response that occurs as a result of learning and regular practice. This component helps readers to devote their energy to the meaning of what they are reading rather than to word identification.

Prosody is the ability to read with suitable expression observing punctuation signals and varying voice tone to convey meaning. This component helps readers to identify cues in the structure of the text and the language that suggests the proper tone, word stress and juncture to use.

There are strategies that help to develop fluency in learners. The strategies presented here are not exhaustive. Teachers are encouraged to explore other strategies.

**Model Fluent Reading:** In order to read fluently, learners must first hear and understand what fluent reading sounds like. From there, they will be more likely to transfer those experiences into their own reading. The most powerful way for you to help your learners is to read aloud to them, often and with great expression. Expose them to a wide variety of genres including poetry, excerpts from speeches, and folk and fairy tales with rich, lyrical language.

**Word chanting:** This is a quick activity in which learners chant new words and write them. Teachers must take note that the words that get chanted and written should be added to a word wall, in which words are continually displayed in the classroom. Once the words are displayed, the next day these same words should be reviewed to help develop automaticity and familiarization to the words.

**Simultaneous Assisted Reading:** In this strategy, the teacher simply reads along with the students. The teacher sets a reasonable reading pace; she or he must resist the temptation to slow down to the reading rate of the learners, who will likely lag slightly behind. When learners meet unfamiliar word, the teacher pronounces it and moves on. Once the simultaneous assisted reading activity has been completed, the teachers can then go back and help learners to gain understanding of those unfamiliar words.

**Echo Reading:** This is done when the teacher models oral reading, asking learners to imitate him/her. The teacher reads words, a few lines or a page of text to the learners to model a fluent pace and effective voice expression. Afterwards, the learners then imitate the teacher's performance or echo the text. Echo reading works for short words and text and it is suitable for beginning readers.

**Choral reading:** This is where a group of learners practice orally reading a

text together so they can perform it as a play. The learners read the entire text together or different groups read different parts and then perform. Learners often find choral reading enjoyable because they are not reading alone; they have the comfort of their fellow group members.

**Reader's theatre:** Readers' theatre involves reading (not memorizing) a script and performing without scenery, make - up, costumes or props. It does not involve facial expression, body movements or specific acting techniques. The focus is on effective reading. The learners read chorally and or independently and they practise their parts until they are ready to perform.

It is important to also have knowledge of the assessment tools for reading fluency. The tools are as follows:

Fluency rubric

<b>Non-fluent</b>	Level 1	Reads primarily word by word. Occasional two-word or three word phrases may occur.
	Level 2	Reads primarily in two-word phrase with some three- or four-word groupings. Some word- by word reading may be present.
<b>Fluent</b>	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. Expression is present.
	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present.

(Serravallo 2014. pp. 61)

Reading fluency and comprehension are usually assessed together using running records. These are used to check the reading level of a child so that appropriate texts or books can be assigned to learners. Running records use the following terms:

**Errors (E)** are tallied whenever a child does any of the following:

- Substitutes another word for a word in the text
- Omits a word
- Inserts a word
- Has to be told a word by the teacher

**Self-correction (SC)** occurs when a child realizes his or her error and corrects it. When self-correction is done, the previous substitution is not scored as an error.

**Meaning (M)** is part of the cueing system which a child uses to make sense of text.

**Structure (S)** refers to the structure of language and is also known as syntax. It helps a reader to know if what she or he reads is correct.

**Visual (V)** is related to the look of the letter in a word itself. A reader uses visual information when studying the beginning sound, word length, or familiar word chunks.

Sample Running Record

<https://www.readinga-z.com/helpful-tools/about-running-records/marking-a-running-record/>

## TASKS

### For student teachers

#### Task 1: Describing fluency in relation to the development of reading in learners

- 1 In pairs, search for information in the library and on the internet about fluency.
- 2 Record descriptions of fluency that relate to the development of reading in learners.
- 3 Share your findings in a gallery walk.

#### Tip

Consider mixing males and female students in the group and pair work.

#### Task 2: Exploring and strategies for fluency development

- a) In groups, use the information you found in the library and on the internet about fluency to explore information on modelling fluency.
- b) Analyse strategies for modelling fluency and describe the most effective.
- c) Present your work in plenary.

#### Task 3: Practising teaching fluency activities

- 1 Watch your lecturer model teaching fluency.
- 2 In groups, design a lesson on fluency using strategies and activities you explored in this topic.
- 3 Micro-teach the lesson.
- 4 Reflect on the use of the strategies in the lesson in plenary.

#### Task 4 : Assessing reading fluency

In groups,

- 1 Search for information on the internet and books in the library on assessment tools for reading
- 2 Describe how the assessment tools are used to assess learners' reading fluency
- 3 Present your findings in a gallery walk.
- 4 Arrange to use the assessment tools to assess learners at the demonstration school or any nearby school.
- 5 Share the prepared assessment tools with other groups for comments before using them.
- 6 Assess learners' reading fluency using the tools
- 7 Discuss the successes and challenges you encountered when using the assessment tools in plenary.

#### Tips

- Arrange with teachers at the demonstration school to do the assessment together.
- Keep records of all the learners you assess
- Consider both male and female student teachers in the lesson presentation activity.

## Summary

This topic has described fluency as the ability to read with accuracy, speed and prosody. It has also provided strategies for teaching fluency for example model fluent reading, word chanting, simultaneous assisted reading, readers' theatre, echo and



choral reading. Student teachers have practised teaching of fluency. They have also assessed reading fluency. With the knowledge and skills gained from the topic, student teachers will effectively use strategies for teaching fluency.

### Reflection and assessment

- 1 Describe the three main components of fluency.
- 2 What is the importance of teaching fluency?
- 3 Explain how you would use model fluent reading, choral reading and readers' theatre to help learners develop fluency in reading.
- 4 How would you assess fluency in your class

### Glossary

**accuracy:** reader's ability to identify words correctly.

**automaticity:** reader's ability to recognize words right away without having to apply any strategies to figure them out.

**prosody:** reader's ability to apply the appropriate amount

of stress, emphasis and intonation so that the reading sounds like how we talk.

### References

- Cunningham, P., & Allington, R. (2016). Classroom that work (6<sup>th</sup> ed.): They can all read and write. Boston: Pearson.
- Jennings J, Caldwell J, & Lerner, J. (2014). Reading problems: Assessment and teaching strategies. Boston: Pearson.
- Ransinsk, T.V., (2003). *The fluent reader: oral reading strategies for building word recognition, fluency and comprehension*. New York: Scholastic Professional Books, Inc.
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### Further reading

<http://www.heinemann.com/fountasandpinnell/supportingmaterial.edu>

## Topic 10: Teaching of Comprehension

**Time:** 6 hours

### Introduction

In the previous topic you learnt about the importance of developing fluency in reading, that it helps learners to understand meaning. The overall purpose of teaching reading is to help students read with understanding; in other words comprehension. In this topic, student teachers will be exposed to the teaching of comprehension through discussion of instructional comprehension strategies.

### Success criteria

By the end of this topic, you must be able to:

- describe strategies for teaching comprehension.
- demonstrate the teaching of comprehension using different strategies .
- assess comprehension.

### Background information

Comprehension is the process of thinking about and responding to information. One way of gaining new information is through reading. One can only understand information from a text or a book if he or she can connect ideas, facts, and events or make mental images about the text. This is why it is important for student teachers to learn comprehension strategies and how to impart them to learners. The knowledge and skills gained from the topic will help student teachers to model the strategies appropriately to learners in order to help them

understand texts when they read.

There are many strategies that can be used by teachers to model comprehension to students. The strategies can be used before reading, during reading, and after reading depending on the targeted comprehension skill. Among the strategies are prediction, activating background knowledge, re-telling, self-questioning, and making inference.

Prediction is a comprehension strategy that can be used by the teacher before reading the text. It is aimed at helping students connect what they already know to the text to be read. The teacher introduces the topic and asks the student what they think the text is all about. Later as the text is read, the teacher allows students to confirm their prediction.

Activating background knowledge is another comprehension strategy that is done before reading the text. The teacher asks learners to mention anything they know about the topic before they read. The teacher leads the learners to list their ideas. After reading the text, the teacher and the learners review the items listed and make connections to the text. This helps learners to make inferences easily from the connections between experiences and new information from the text.

Retelling is a strategy that can be used by the teacher or learners after reading. It can be done in the read aloud, where the teacher reads the text to learners and allows them to retell the story afterwards to the whole class,

groups or pairs. As the learners retell the story, they share, visualize, reflect and make connections to what they know. It is important that teachers should make sure that learners are well equipped with this skill because they can use it when they are reading or studying on their own.

Self-questioning is a comprehension strategy that can be used before and after reading. The learners are told to create questions about the story that they wish to know for example, who is the main character? What is the setting of the story? The learners should read the selection. After reading the story, they then use what they read in the story to help them answer the questions that they had created. This helps learners to pay attention to specific details of the text.

Making inference is a strategy that allows learners to make their own conclusion about the text, characters and or events of the story even before they finish reading it. Inferences are conclusions that are based on evidence or strong reasoning. The learners' responses should be logical, hence strongly supported by the occurrences from the text. During a reading activity, the teacher reads a paragraph and asks the learners to say how they think the story will end or the teacher may ask the learners to say what they think happened next. This helps learners to make inferences based on the available information. This strategy can be used during and after reading the text.

Assessment of comprehension can be done in several ways which include:

- Reading a passage then answering factual questions about the text or answer inferential questions about implied information in the text.
- Filling in missing words from a passage.
- Retelling the story in own words.

### **Tasks**

#### **For the student teachers**

##### **Task 1: Describing strategies for teaching comprehension**

- 1 Identify strategies for teaching comprehension that can be used to help learners to: 1. Infer, 2. make connections and 3. analyse text.
- 2 Search for information on internet and from the library on other strategies for teaching comprehension and describe how they are used and in what situations.
- 3 Identify strategies that would be effective for teaching comprehension to infant and junior primary school learners to help them read independently and explain why.
- 4 Present findings your work in plenary .

### **Tip**

Consider strategies that cater for learners with diverse learning needs.

##### **Task 2: Practising using strategies for teaching comprehension**

- 1 Watch your lecturer model teaching of comprehension.
- 2 In groups, choose one or two strategies for teaching comprehension and prepare a lesson for any class level of your

- choice to practise using the strategies.
- 3 Micro-teach the lesson.
  - 4 In plenary, discuss how the strategies were used in the lesson.

### Tips

- Micro-teaching should involve male and female student teachers.
- The observer of the lessons should find out the following elements from the lesson presentation:
  - Names of the comprehension strategy used in the lesson.

Student teachers should also discuss challenges encountered in using the strategies and suggest ways of dealing with the challenge.

### **Task 3: Observing teaching comprehension using different comprehension strategies**

- 1 Go to the demonstration school and observe a teacher teaching comprehension using any strategy.
- 2 Identify the strategy.
- 3 Discuss the lesson.
- 4 Consolidate the activity.

### **Task 4: Using tools for assessing teaching of comprehension**

- 1 In groups, search for information in the library and on the internet on tools for assessing comprehension in early grade learners.

- 2 Using the information, discuss the tools for assessing comprehension in early grade learners.
- 3 Develop the tools for assessing comprehension in early grade learners.
- 4 Use the tools for assessing comprehension in early grade learners in a mini – lesson.

## **Summary**

This topic has described comprehension as the process of thinking about and responding to information. It has further described strategies for teaching comprehension strategies, which are prediction, activating background knowledge, re-telling, self-questioning, and making inference. It has also provided guidance on situations to use the strategies as before, during, and after reading, depending on the targeted comprehension skill. The knowledge and skills gained from the topic will help student teachers use the strategies for teaching comprehension appropriately to help learners read texts with understanding.

## **Reflection and assessment**

- 1 Define comprehension.
- 2 Why is prediction an important strategy for teaching comprehension?
- 3 Explain how you would determine to use a strategy for teaching comprehension before, during, and after reading?
- 4 Why is it important to consider class level when choosing strategies for teaching comprehension?

- 5 Explain why it is important to consider learners with diverse needs when choosing strategies for teaching comprehension to use in any class?

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Cunningham, P.M., & Allington, R.L. (2016). *Classroom that Work: They can all Read and write* (6<sup>th</sup> Ed.). New York: Allyn & Bacon.

Daniel, H., & Zemelman, S. (2004). *Subjects Matter: Every teacher's guide to content-area reading*. Portsmouth. Portsmouth NH. Ministry of Education Science and Technology (2014). *National Reading Strategy, 2014-2019*. Lilongwe, Malawi.

## Further reading

<http://www.heinemann.com/fountasandpinnell/supportingmaterial.ed>

## Topic 11: Phonology

**Time:** 4 hours

### Introduction

Children learn some words of a language (lexicon) on their own. Studying speech sounds of language helps learners to learn words of a language or vocabulary on their own. The study of speech sounds of a particular language is called phonology. Phonology helps to minimize variations in learners' pronunciation of words. In this topic, student teachers will learn how to develop the phonetic key and demonstrate effective communication using phonology.

### Success criteria

By the end of this topic, you must be able to:

- discriminate English speech sounds.
- demonstrate effective communication using phonology.

### Background information

Teachers are models to learners in speaking and reading, as such it is important that teachers pronounce English words correctly. Correct pronunciation of words enhances effective communication among people. Meanings of some English words depend on how the words are pronounced because they change meanings depending on the change of pronunciation. Some words in English do not sound as they are spelt. English language has words that have the same spelling but different

pronunciations. Such words are called heteronyms. To get the right pronunciations of heteronyms you should use the context. For example, the word 'wind' meaning a gust of air is pronounced differently when the same word means to follow a course that is not straight.

As opposed to heteronyms, English language also has words that have different spellings but same sounds. These words are referred to as homophones. Homophones also have different meanings. For example, the words 'pair' means two similar things and 'pear' is a name of fruit. The words have different spellings and meaning but the same sound. In both oral and written texts, these words may be confusing and cause problems to learners. It is, therefore, important to give the learners practice on such words.

A dictionary helps to direct on how to pronounce a word correctly; however, it is only possible if the user is able to decipher the phonetic symbols used in the dictionary. It is there important for student teachers to learn and master the phonetic symbols so that they pronounce words correctly. When reading texts, learners come across new words. If they fail to understand the meaning through inference, then they need to check in the dictionary. Apart from providing the meaning of the word, the dictionary also shows the word sound (pronunciation). The sound of the word is represented by symbols. Students need to understand these symbols for them to pronounce the word correctly. The use of symbols

to represent sounds of words is called phonetic transcription.

Phonetic transcription involves interpreting words into phonetic symbols. This is done to guide an English learner to pronounce the words correctly. In phonetic transcription, each sound in a word is represented by a phonetic symbol. For example, the word 'phone' is transcribed as /fɒn/, meaning that we hear three sounds in the word /f/, /ɒ/ and /n/. Although there are letters p, h and e in the word, the phonetic transcription of the word does not show us these letters because we do not hear the sounds of these as separate sounds as we pronounce the word. What we see in the phonetic transcription are the symbols of the sounds that we hear as we pronounce the word.

There are forty-four (44) symbols that represent different sounds produced by native English speakers. These symbols together form what is known as the International Phonetic Alphabet (IPA) also known as the Phonetic key. The Phonetic key is given at the end of this topic, and there is an example of what each symbol represents. The phonetic symbols comprise letters of the alphabet, which are used in orthography (spelling words), and other symbols which are not the letters of the alphabet. The IPA has consonant sounds and vowel sounds.

English speech sounds fall under two main groups: vowels and consonants. Vowels are produced without obstruction of the airstream. All vowels are voiced. They are classified into monothongs and diphthongs.

Monothongs are vowels which have one distinct sound whereas diphthongs have two distinct sounds. Examples of monothongs include /e/ as in 'pen', and /ɒ/ as in 'pot'. Examples of diphthongs are /eɪ/ as in 'page', and /aʊ/ as in 'now'. All the monothongs and diphthongs are given in the phonetic key.

Consonants are sounds that are produced with obstruction of the airstream. Examples of consonants are /b/ and /f/. Both vowel and consonant sounds have symbols in the phonetic key. English language learners must be able to discriminate English speech sounds for effective oral communication.

### Phonetic key

#### Monothongs

/ɜ/ as in /fɜ/ / fur.  
 /ə/ as in /əgəv/ ago.  
 /i/ as in /si/ / see.  
 /ɪ/ as in /sit/ / sit.  
 /e/ as in /ten/ / ten.  
 /æ/ as in /hæt/ / hat.  
 /ɑ/ as in /ɑm/ / arm.  
 /ɒ/ as in /gɒt/ / got.  
 /ʊ/ as in /sɔ/ / saw.  
 /ʊ/ as in /pʊt/ / put.  
 /u/ as in /tu/ / too.  
 /ʌ/ as in /kʌp/ / cup.

#### Diphthongs

/eɪ/ as in /peɪdʒ/ / page.  
 /əʊ/ as in /həʊm/ / home.  
 /aɪ/ as in /faɪv/ / five.  
 /aʊ/ as in /naʊ/ / now.  
 /ɔɪ/ as in /dʒɔɪn/ / join.  
 /ɪə/ as in /nɪə/ / near.  
 /eə/ as in /heə/ / hair.  
 /ʊə/ as in /pʊə/ / pure.

## Consonants (24)

/p/ as in /pen/ <u>p</u> en.	/s/ as in /saw/ <u>s</u> o.
/b/ as in /bad/ <u>b</u> ad.	/z/ as in /zu/ <u>z</u> oo.
/t/ as in /ten/ <u>t</u> en.	/ʃ/ as in /ʃi/ <u>sh</u> e.
/d/ as in /did/ <u>d</u> id.	/ʒ/ as in /v <u>iz</u> n/ <u>vi</u> sion.
/k/ as in /kæt/ <u>c</u> at.	/h/ as in /h <u>ow</u> / <u>h</u> ow.
/g/ as in /g <u>o</u> t/ <u>g</u> ot.	/m/ as in /m <u>an</u> / <u>m</u> an.
/tʃ/ as in /t <u>ch</u> in/ <u>ch</u> in.	/n/ as in /n <u>o</u> / <u>n</u> o.
/dʒ/ as in /d <u>z</u> un/ <u>z</u> un.	/s/ as in /s <u>ing</u> / <u>s</u> ing.
/f/ as in /f <u>all</u> / <u>f</u> all.	/l/ as in /l <u>eg</u> / <u>l</u> eg.
/v/ as in /v <u>o</u> ice/ <u>v</u> oice.	/r/ as in /r <u>ed</u> / <u>r</u> ed.
/θ/ as in /θ <u>in</u> / <u>th</u> in.	/j/ as in /j <u>es</u> / <u>y</u> es.
/ð/ as in /ð <u>en</u> / <u>th</u> en.	/w/ as in /w <u>et</u> / <u>w</u> et.

## Tasks

### For student teachers

#### Task 1a: Identifying words with the same spelling but different sounds in context

- 1 In pairs, search for heteronyms in texts in English learners' books of different classes and list them.
- 2 Choose some heteronyms and construct two sentences that bring different meaning and pronunciation of the same word.
- 3 Share with other pairs different meanings of the words arising from the different pronunciations.

#### Tips

- Assign different learners' books to different pairs of student teachers.
- You may also use any other text to identify heteronyms.
- Consider pairing male and female student teachers.

#### Task 1b: Identifying words with different spellings but similar sounds

- 1 In pairs, search for homophones in texts in learners' books of different classes and list them.
- 2 Using some of the homophones, construct two sentences to show different meanings.
- 3 Share with other pairs different meanings of the words as used in the sentences.

#### Tips

- Assign different learners' textbooks to different pairs of student teachers.
- You may also use any other text to identify heteronyms.

#### Task 2: Classifying phonetic symbols in the phonetic key

- a) Use the phonetic key to classify the phonetic symbols into monothongs, diphthongs and consonants.
- b) Present your work on chart paper in a gallery walk.

#### Tips

- Produce the speech sound as you introduce each phonetic symbol.
- Show how the speech sound is articulated i.e. show which speech organs are involved in the articulation of the speech sound.
- Listen to prerecorded speech sounds by an English native speaker. You can get this from the internet like on this website:  
[www.internationalphoneticalphabet.org/ipa-sounds/ipa-chart-with-sounds/](http://www.internationalphoneticalphabet.org/ipa-sounds/ipa-chart-with-sounds/) You can also invite a r



### Task 3: Transcribing words into phonetic symbols

- 1 Transcribe your name into phonetic symbols.
- 2 Share the transcription in pairs for comments.
- 3 In groups, transcribe the following words into phonetic symbols:
  - i. church
  - ii. tough
  - iii. measure
  - iv. driving
  - v. dangerous
- 4 Individually, transcribe the following words into phonetic symbols:
  - i. push
  - ii. through
  - iii. sheet
  - iv. few
  - v. phonetic
- 5 Share your work with members of your group.

#### Tips

- Produce and listen to each sound of the word and choose the right phonetic symbol in the process of phonetic transcription.
- The transcribed word should be placed between two slashes / /.
- Do not use a dictionary so that you gauge your mastery of the task.

### Task 4: Using a dictionary to pronounce words correctly

- 1 Using a dictionary, find the words listed and use phonetic symbols to pronounce the words correctly.
  - i. tortoise

- ii. comfortable
- iii. home
- iv. college
- v. pleasant
- vi. colonel
- vii. grandeur
- viii. garage
- ix. chore
- x. onion

- 2 Discuss in groups the correct pronunciations of the words.
- 3 Discuss the correct pronunciations as a class.

#### TIPS

- Use British English and not American dictionaries because the American dictionaries use different phonetic symbols from the IPA.
- You can use online dictionaries. You can also use cell phones that have a dictionary facility.

### Task 5: Practising the teaching of phonology

- a) Watch your lecturer model teaching phonology.
- b) In groups, using the phonetic key, investigate English speech sounds that are not found in some local languages.
- c) Identify some English words that contain the speech sounds that are not found in a particular local language.
- d) Discuss how you can assist learners to pronounce the words correctly.
- e) Prepare a mini-lesson to teach learners to pronounce the words correctly. Consider learners with hearing and speech problems.

- f) Present the mini-lesson to the whole class.
- g) Evaluate as a class the mini-lesson after each group presentation.

## Summary

In this topic, student teachers have been exposed to the study of speech sounds of a particular language, which is called phonology. Phonology is important because it helps learners to pronounce words correctly. Student teachers have also discussed the phonetic key, which consists of symbols that represent different sounds. Student teachers knowledge of the phonetic key will help them to teach learners how to pronounce words correctly and guide the learners how to use the dictionary properly to help them pronounce words correctly.

## Reflection and assessment

- 1 Define phonology.
- 2 Why is the teaching of phonology important?
- 3 What is the difference between heteronyms and homophones?
- 4 Explain the importance of understanding the phonetic key.
- 5 What are the elements of the phonetic key?
- 6 How would you know the correct pronunciation of a word?
- 7 Transcribe phonetically the following words:
  - i. world
  - ii. jumped
  - iii. smooth
  - iv. naughty
  - v. judgment
  - vi. worshiping

## Glossary

- consonants:** speech sounds that are produced by blocking air passage.
- diphthongs:** vowel sounds that have two different sounds.
- Heteronyms:** words that have the same spelling but different pronunciation.
- homophones :** words that have different spellings but same sounds.
- lexicon:** words used in a language or by a person or a group of people.
- monothongs:** Vowel sounds that have one distinct sound.
- phonetic key:** all the symbols together that represent speech sounds.
- phonetic transcription:** :using symbols to represent sounds of words.
- phonology:** the study of speech sounds of a particular language.
- vowels:** speech sounds that are produced without blocking the air passage.

## References

- MIE(2008). *Initial primary teacher education: English students' book*. Domasi: MIE.
- MIE(2008). *Initial primary teacher education: English tutors' handbook*. Domasi: MIE.
- Homophones. Retrieved on 7 April, 2017 from <https://www.ecenglish.com/learnenglish/lessons>
- Phonetic key. Retrieved on 7 April, 2017 from <https://www.quora.com>

## Further reading

Phonetic symbols

[www.ling.upenn.edu>ling115>phonetics](http://www.ling.upenn.edu/ling115/phonetics)

Phonetic symbols for English

[www.phon.ucl.ac.uk.>home>wells>ph.](http://www.phon.ucl.ac.uk/home/wells/ph)

Heteronym homepage [www-personal.umich.edu>-cellis>hete...](http://www-personal.umich.edu/~cellis/heteronym)

## Topic 12: Teaching of pre-writing activities

**Time:** 4 hours

### Introduction

In this topic, you will explore the teaching of pre-writing activities. You will learn how to incorporate these activities into your teaching to help learners with the fundamental skills they need to be able to write. The use of pre-writing activities prepares learners to become independent writers.

### Success criteria

By the end of the topic, you must be able to:

- schematize how children develop writing.
- describe pre-writing activities.
- use different pre-writing activities effectively.

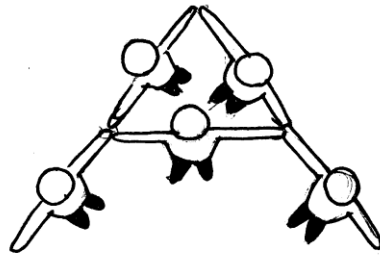
### Background Information

Writing is one of the most important skills in literacy development. Before learners begin writing a single word, they need a lot of preparation and guidance on how to use and control the pencil. Learners must first learn how to properly use writing tools through the use of practice activities. Afterwards, the learners will also need to know that writing follows a certain direction, and that it is meaningful. One important way of getting learners to write is by involving them in practice activities known as pre-writing activities. These pre-writing activities help learners to know how to hold writing materials develop eye and hand coordination, hand muscle

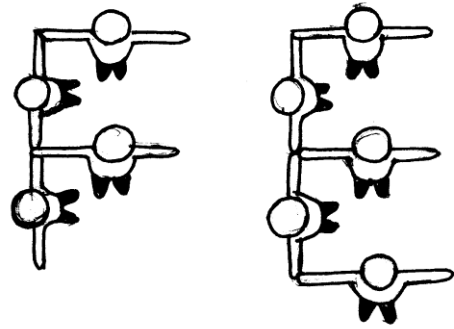
flexibility, neatness and desire for writing.

There are ways to identify if a learner is not yet ready for independent writing. If learners show that they have messy handwriting, they still need more practice on developing neat and legible writing. Learners may show that they are unable to control the pencil when drawing or coloring. When the learners hold the pencil with a strange grasp, it also helps the teacher to know that they need more preparation. Teachers can help these learners develop better writing skills by first allowing them to make letters and numbers in the air using their fingers. Once learners are familiar with shapes they get accustomed to hold an object in their hands. Teachers can allow learners to use sticks to make letters and numbers in the sand. Once the learners are comfortable with the sticks, teachers can ask them to begin using pencils. The learners should start by tracing letters and numbers that the teacher has written in their workbooks. Once the learners have mastered this, the teacher can then tell the learners to work on drawing simple lines and shapes. The teacher should demonstrate how to make these simple lines and shapes on the chalkboard first. Then, the teacher can progress on letting learners to write a letter until they are able to build up and write a word and then a sentence.

Drawing lines, circles, squares, rectangles and triangles



**Drawing objects, animals, such as the birds below using lines and circles**



**Drawing patterns**

**Making letters and numbers with sticks**

**Making numbers/letters with their bodies**

**Modelling letters and numbers**

## Tracing letters and numbers

### Stages of developing writing in learners

- **Preliterate/ drawing and scribbling:** Children grasp pencil or crayon with a full fist. The child is exploring space and form. Thick markers, crayons and unrolled paper are good writing materials for this stage.
- **Early emergent/ letter-like forms:** Children start to display their understanding that writing involves the use of symbols to convey meaning. The teacher can now introduce shapes and figures. Markers, crayons and plain paper remain good materials at this stage.
- **Emergent/ random letters or letter strings:** Children begin with consonants especially those in their names. There is usually no spacing or directionality. They lack sound-to-symbol correspondence between the words they are

writing and the letters they use. Pencils and ruled paper can be used.

- **Transitional/writing via invented spelling:** Children begin to match spoken words and print. The concept of words begins to develop. They also start to be aware of spaces separating words. They start to write with beginning and ending sound. They may also start to spell high frequency words correctly. Vowels may be inserted into words. They write words as they sound e.g. book=buk, school=skul
- **Fluency/ conventional spelling:** Children spell most words correctly with a reliance on phonics to spell longer words. They start to use punctuation marks correctly, and capital and small letters in correct places. Handwriting becomes easier and writing becomes automatic.

As children progress through these stages, it is important for teachers to give the learners opportunities for writing and share their work with others. Display learners' work on classroom walls. Ask the learners to read their work.

### Activity 1: Discussing stages of developing writing

- 1 In groups, carry out an investigation on the stages of developing writing by searching information in the library and internet.

- 2 Think back to your childhood experience and reflect on your primary school years. How did you learn to write?
- 3 Observe primary school learners. What stage of developing writing are these learners at?
- 4 Explain the importance of each stage of developing writing.
- 5 Present your work in plenary.

#### **Tips**

- Make sure that the groups of student teachers are composed of males and females.
- Advise student teachers to ask peers to share their experiences.
- Advise student teachers to keep record of their findings to share in class.

#### **Activity 2: Describing pre-writing activities**

- a) Using standard 1 English Teachers' Guide and Learners' books, identify which activities in the books are pre-writing activities.
- b) Identify pre-writing activities that promote the following skills: neatness, coordination, muscle flexibility, and desire for writing.
- c) Present your findings in a table on chart paper for a gallery walk.

#### **Tips**

- Use standard 1 learner's books from both, the old and new curriculum.
- Display examples of the pre-writing activities through illustrations or models.

#### **Activity 3: Demonstrating teaching pre-writing activities**

- a) Watch your lecturer model teaching pre – writing activities.
- b) Prepare a mini lesson on pre-writing activities using an activity you found in the standard 1 English book and teach your fellow student teachers.
- c) Incorporate a locally available resource to use during the mini lesson.
- d) Peer review lessons during presentation.

#### **Tips**

- Use learner centered teaching methods such as demonstration and pair work when micro-teaching.
- When observing the lessons prepared by your classmates, identify the writing skills that the pre-writing activities address.

#### **Summary**

The topic has discussed stages of developing writing in learners and associated pre-writing activities. The stages are pre-literate, early emergent, emergent, transitional and fluency or conventional writing. It has also provided the importance of teaching pre-writing activities that they help children to develop eye hand coordination, hand muscle flexibility, neatness, and desire for writing. The activities include drawing patterns, shapes, letters and numbers; making shapes, lines, letters and numbers using sticks and their bodies. The knowledge and skills acquired from

the topic will help teachers on how to use pre-writing activities in order to effectively help children learn to write.

### Reflection and assessment

- 1 Define pre-writing activities?
- 2 Describe any four pre-writing activities in which learners can be involved?
- 3 Why is teaching pre-writing activities important?
- 4 What are some locally available resources that you can use to teach pre-writing activities?

### Glossary

**conventional:** acceptable

**emergent:** coming into

**invented speller:** child who attempts to use their own judgments about spelling.

**pre-literate:** not yet developed literacy.

**Transitional:** spelling stage at which the child starts to rely on visual representation and understanding of word structure.

### References

MOEST, (2009). *IPTE Through ODL English Module 3*. Lilongwe: MOEST.  
IPTE, (2008). *IPTE English Tutors' Book*. Domasi: MIE  
Reading Rockets. (2013). *How Writing Develops*. Retrieved from [www.readingrockets.org](http://www.readingrockets.org)

### Further reading

Betsi Cadwaladr University Health Board: *Prewriting skills*  
<http://www.wales.nhs.uk/sitesplus/documents/861/Pre-Writing%20Skills.pdf>



## **Topic 13: Syllabus, schemes, lesson plans and records of work**

**Time:** 4 hours

### **Introduction**

The Syllabus, Schemes of work, Records of Work and Lesson Plans are important documents in the teaching of language learning and literacy in the Initial Primary Teacher Education (IPTE) in Malawi. They should be taught to suit the current trend in the preparation of primary English teaching system. Student teachers must be told to focus on the before, during and after progression of the lesson cycle. It is from this background that student teachers must have the knowledge and skills of interpreting the content in the primary English syllabus, teachers' guides and learner's books to their everyday lessons as they undergo teacher training course.

### **Success criteria**

By the end of this topic, you must be able to:

- describe contents of a syllabus, teachers' guide and learners' book.
- interpret the syllabus into schemes of work.
- write systematic lesson plans and lesson notes.
- complete records of work.

### **Background information**

Knowledge of the Syllabus, Schemes of Work, Records of Work and Lesson Plans is very important for proper implementation of primary school English curriculum. This is why it is important for student teachers to have

an understanding of the Syllabus, development of Schemes of Work, Records of Work and Lesson Plans.

Student teachers should learn to design lessons in a way that will enhance effective and proper acquisition of knowledge and skills by learners. The student teachers should ensure that learners are engaged in a variety of hands on activities in English lessons. This will minimize the challenges student teachers face when writing Schemes of Work, Records of Work and Lesson Plans.

It is also important for student teachers to understand the definitions of the Syllabus, Schemes of Work, Records of Work and Lesson Plan. A Syllabus is defined as a document that outlines topics or concepts of a period to be covered in a particular curriculum with a particular class.



**Sample of the syllabus showing its components**

<b>Assessment Standards</b>	<b>Success criteria</b>	<b>Topic/Theme</b>	<b>Suggested teaching, learning and assessment activities</b>	<b>Suggested teaching, learning and assessment methodologies</b>	<b>Suggested teaching, learning and assessment resources</b>
<p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>• socialize others</li> </ul>	<p>Student teachers must be able to:</p> <ul style="list-style-type: none"> <li>• mention people's names and their relations</li> <li>• give prohibitions/negative commands</li> <li>• respond prohibitions</li> </ul>	<p><b>Introduction</b></p> <p><b>Commands</b></p>	<ul style="list-style-type: none"> <li>• naming people and describing their relations</li> <li>• giving prohibitions to others, eg: Don't make noise@</li> <li>• responding to prohibitions appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• individual/pair/group work</li> <li>• demonstration</li> <li>• discussion</li> <li>• role play</li> <li>• teacher observation</li> <li>• teacher observation</li> <li>• peer assessment</li> <li>• explanation</li> <li>• miming</li> <li>• self assessment</li> </ul>	<ul style="list-style-type: none"> <li>• pictures/drawings (raised pictures)</li> <li>• stories</li> <li>• observation</li> <li>• checklist</li> </ul>
<ul style="list-style-type: none"> <li>• express and find out attitudes, feelings and thoughts</li> </ul>	<ul style="list-style-type: none"> <li>• express wants</li> <li>• express happiness/unhappiness</li> </ul>	<p><b>Attitudes and feelings</b></p>	<ul style="list-style-type: none"> <li>• expressing wants, eg:"what do you want..."</li> <li>• expressing happiness verbally or through facial</li> </ul>	<ul style="list-style-type: none"> <li>• individual/pair/group work</li> <li>• demonstration</li> <li>• discussion</li> <li>• role play</li> <li>• teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• pictures/drawings (raised pictures)</li> <li>• stories</li> <li>• observation</li> <li>• checklist</li> </ul>

<ul style="list-style-type: none"> <li>ask for and give information</li> </ul>	<ul style="list-style-type: none"> <li>state what their friends would like to be</li> </ul>		<p>expressions, e.g: I'm happy today</p> <ul style="list-style-type: none"> <li>asking for information, eg:"where does a farmer work?", "where does a doctor work?" "who works in a store?"</li> <li>stating what their friends would like to be in future</li> </ul>	<ul style="list-style-type: none"> <li>teacher observation</li> <li>peer assessment</li> <li>explanation</li> <li>miming</li> <li>self assessment</li> <li>think-pair-share</li> </ul>	
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A scheme of work is an interpretation of the syllabus, that is to say breaking the topics into teachable units. It comprises week and dates, success criteria, planned activities, teaching, learning and assessment methods, teaching, learning and assessment resources and references.

### Sample of English schemes of work for Standard 2

Week and dates	Success criteria	Planned activities	Teaching, learning and assessment methods	Teaching, learning and assessment resources	References
1  16-10-17  to       20-10-17	Learners must be able to: <ul style="list-style-type: none"> <li>answer comprehension questions</li> <li>express feelings.</li> <li>express approval</li> <li>express disapproval</li> </ul> <ul style="list-style-type: none"> <li>make predictions about a story using picture.</li> <li>say names and</li> </ul>	<b>Unit 3:What I can do with friends</b> <b>Lessons 1-10</b> <b>Listening and speaking</b> <ul style="list-style-type: none"> <li>Learning new words.</li> <li>Answering comprehension question</li> <li>Expressing feelings</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Predicting content of a story</li> <li>Saying names and sounds of letters <b>f</b> and <b>n, i</b> and <b>b</b></li> <li>Reading decodable words, sentences, and story.</li> </ul>	Pair work  Demonstration  Question and answer Group work Discussion  Individual work	Food or anything that can be shared Pieces of paper  Word cards Sentence charts Chair  Learners' books  Learners  Story charts	Malawi Institute of Education (2017). English Teachers' Guide for standard 2.Domasi: MIE Pages ... Malawi Institute of Education (2017). English Learners' book for standard 2.Domasi: MIE  Pages ...

	<p>sounds of letters <b>f</b> and <b>n</b>, <b>i</b> and <b>b</b>.</p> <ul style="list-style-type: none"> <li>• read decodable words, sentences and story.</li> <li>• read sight words.</li> <li>• complete words with <b>f</b> and <b>n</b>, and sentences</li> </ul> <p>write sight words and sentences.</p>	<ul style="list-style-type: none"> <li>• Reading sight words</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Completi-ng words with <b>f</b> and <b>n</b>, and sentences</li> <li>• Writing sight words and sentences.</li> </ul> <p><b>Reviewing</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>			
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## Lesson planning

A Lesson Plan is a pre-arranged structure of important ideas to be presented during lesson delivery. It is supposed to be prepared in advance before the actual lesson delivery. It is very important for every teacher to write a Lesson Plan because of the following reasons:

- It guides the teacher on how and when to use the teaching, learning and assessment resources.
- It is a reminder to the teacher on the logical sequence of ideas to be presented.
- It gives the teacher confidence and guidance in the process of teaching and learning.
- It serves as evidence to the education authorities that the teacher is doing his/her job as required.
- It is a basis for constructive advice from the education advisors.

## Components of English Lesson Plan

A lesson plan consists of the following components:

**Preamble:** This component contains; class, learning area, unit and lesson number, date and time.

**Success criteria:** This shows observable changes in behavior that will be noticed after the lesson.

**Teaching, learning and assessment resources:** These are resources that are used to facilitate the teaching and learning process.

**Introduction:** This is a part of a lesson that prepares learners for the lesson. It is therefore important that a good lesson introduction should motivate, gain the attention and be interesting to the learners.

**Developmental steps:** These are the main step of the lesson body. The steps include; the activities and methods that facilitates the learning process.

**Conclusion:** This is a component of the lesson plan, where the teacher shows how he or she will conclude a lesson. A good conclusion should provide a recap of the main ideas of the lesson.

**Lesson evaluation:** This is where the teacher reflects as to what transpired in the lesson. This is done by providing the success, the challenges and way forward for the challenges.

## Factors to consider when writing the Lesson Plan

When writing the lesson plan, we need to consider the schemes of work, the nature of the activities in the lesson, and the amount of time given to the activities.

- **Schemes of Work:** The Lesson Plan must draw from the Schemes of Work because the Schemes of Work are an interpretation of the Syllabus. This links your lesson to the Syllabus; as such, you cannot teach something outside the prescribed curriculum.
- **Nature of the activities in the lesson:** This considers how the activities will be conducted (for example, group work, pair work, individual work or whole class), what the purpose and objective the activity is, and what resources are needed to do the activity.



- Time: Teachers should consider allocating more time to difficult activities and less time to simple activities.

Different learning areas have slight differences in the way their lesson plans are written but the basic principles remain the same across the learning areas. English as a learning area also differs slightly from other learning areas' lesson plans because of the skills that are taught in it. Student teachers therefore need to follow the recommended format when writing English lesson plans.

This lesson sample represents a general outline of an English lesson plan. However, there are some formats such as scripted lesson plans, compact lesson plans and lesson notes that have similar components with slight differences. All of these types of lesson plans are drawn from this general format. As such lecturers, must guide the student teachers to explore and differentiate these other lesson planning format (scripted, compact and or lesson notes) using the primary school materials i.e. English teacher's guides and Teacher Resource Handbooks.

### Sample of English Lesson Plan for standard 2

UNIT 2	Clean Food: Oral Language and Phonics Lesson 2
<p><b>Success criteria</b> Learners must be able to:</p> <ul style="list-style-type: none"> <li>• express their feelings</li> <li>• say the names and sounds of the letters <b>e</b> and <b>g</b></li> <li>• read decodable words</li> </ul> <p><b>Suggested resources (in addition to the learner's book)</b> different food items, letter cards, word cards</p>	

Introduction	(2 minutes)
Ask learners to identify different food items using the structure <i>What is this? It is a ...</i> and <i>What are these? They are ...</i> for the singular and plural items respectively.	

Activity 2.2.1	Oral language: Expressing likes	(10minutes)
Say: <i>Now we will talk about the food we like. Talking about the food we like helps our friends to know what they can share with us. I will tell you the food I like. You will tell me the food you like. Then you will tell your friends the food you like.</i>		
	<ul style="list-style-type: none"> <li>• Display different food items. Pick one fruit and say: <i>What food do you like? I like (bananas/potatoes/mangoes).</i></li> <li>• Invite a learner to the front to pick one fruit. Say: <i>What food do you like?</i> Help the learner to answer: <i>I like ____</i> [mentioning the name of the food item].</li> <li>• Repeat with other learners and different food items.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ask and answer together with the rest of the class: <i>What food do you like? / I like ____.</i></li> <li>• Take turns with learners to ask and answer.</li> <li>• Watch and listen to the learners and help them to do it correctly.</li> </ul>
	<ul style="list-style-type: none"> <li>• Let the learners ask and answer their partner: <i>What food do you like? / I like ____.</i></li> <li>• Walk around the room to check that they are doing it correctly and help those who need support.</li> <li>• Ask some pairs to show the class what they were doing.</li> </ul>

<b>Activity 2.2.2</b>	<b>Phonics: Saying names and sounds of letters e and g</b> (8minutes)
Say: <i>Now we will say the names and sounds of letters. I will say the names and sounds of the letters. We will say the names and sounds of the letters together. Then you will say the names and sounds of the letters on your own.</i>	
	<ul style="list-style-type: none"> <li>• Write the capital <b>E</b> and small <b>e</b> on the chalkboard.</li> <li>• Point to the letter and say: <i>The name of the letter is e and the sound of the letter is /e/.</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Point to the letter and ask the learners to say with you: <i>The name of the letter is e and the sound of the letter is /e/.</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Ask the learners to look in their books at page 8 Activity B and to point to the letter <b>e</b> and say: <i>The name of the letter is e and the sound of the letter is /e/</i>, in groups, in pairs and individually.</li> </ul>
Do the same with letter <b>Gg</b> .	

<b>Activity 2.2.3</b>	<b>Phonics: Reading decodable words</b> (8 minutes)
Say: <i>Now we will read words using the letters e and g. I will read the word. We will read the word together. Then you will read some words on your own.</i>	
	<ul style="list-style-type: none"> <li>• Write the letters <b>m</b>, <b>e</b> and <b>t</b> on the chalkboard separately. Write the word <b>met</b> beneath them, as on page 8 Activity C of the learner's book.</li> <li>• Point to each letter one at a time and say: /m/ ... /e/ ... /t/. Then swipe your finger under the word <b>met</b> and read it fast: <i>met</i>. Repeat.</li> <li>• Do the same with the word <b>gas</b>.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ask the learners to look in their books at the first word on page 8 Activity C.</li> <li>• Ask them to point at each letter one at a time and say with you: /m/.../e/ .../t/. Then they swipe their fingers under the word as they read fast with you: <i>met</i>.</li> <li>• Watch and listen to the learners and help them to do it correctly.</li> <li>• Repeat the first word together then continue with the remaining words.</li> </ul>

	<ul style="list-style-type: none"> <li>Ask the learners to read the letter sounds and the word again, this time on their own as a whole class, in pairs, or individually.</li> <li>Walk around the room to check that they are doing it correctly and help those who need support.</li> </ul>
After the learners read the words on their own, ask them to look at the pictures on page 9 Activity E. With aid from the local language talk about the meaning of each word and check and clarify the learners' understanding.	

<b>Conclusion</b>	<b>(2 minutes)</b>
Ask the learners to mention names or other words they know that begin with the letters <b>e</b> and <b>g</b> .	

<b>TEACHER REFLECTION</b>
<p>Write your observations in the evaluation section of your lesson plan.</p> <ol style="list-style-type: none"> <li>For each of the success criteria for today's lessons, approximately how many or what percentage of learners have achieved them?</li> <li>Which success criteria do the learners appear to be struggling with the most?</li> <li>What will you do to address their difficulties?</li> </ol>

### Sample Compact Lesson

UNIT 12 Keeping friends: listening comprehension		Lesson 3
<p><b>Success criteria</b>  <i>Learners must be able to :</i></p> <ul style="list-style-type: none"> <li><i>use new words.</i></li> <li><i>answer questions about a text they have listened to.</i></li> </ul> <p><b>Suggested resources in addition to the learner's book</b>  materials for teaching <b>okay</b>, <b>apologies</b> and <b>hug</b></p>		
<b>Introduction</b>		<b>(2 minutes)</b>
Ask learners what they remember about the story they listened to in the previous day.		
<b>Activity 12.3.1</b>	<b>Vocabulary: using new words</b>	<b>(7 minutes)</b>
Follow I Do-We Do-You Do approach (i.e. model <u>for</u> learners, practice <u>with</u> learners, support as learners demonstrate understanding <u>on their own</u> ) to guide the learners use these new words in sentences: <b>okay</b> , <b>apologies</b> , <b>hug</b> . Use the local language briefly when learners struggle with understanding.		
<b>Activity 12.3.2</b>	<b>Read aloud: listening to a story</b>	<b>(10 minutes)</b>
	Repeat Activity 12.1.2	

<b>Activity 12.3.3</b>	<b>Comprehension: answering questions</b>	<b>(8 minutes)</b>
	Repeat Activity 12.1.4	
<b>Conclusion</b>		<b>(3 minutes)</b>
<i>Tell learners to demonstrate understanding of the new words they have learned in lessons 2 and 4</i>		

### Sample lesson notes

Class : Standard 2  
Date : 27<sup>th</sup> November, 2017.  
Time : 7:30 – 8:00 a.m.  
Subject : English  
Lesson : Unit 2 lesson 1

#### Success criteria

Learners must be able to:

- greet others formally
- respond to greetings formally
- .....

#### Teaching, learning and assessment resources

- Pictures of people greeting each other formally, ....., .....

#### Introduction

Ask learners how they greet each other

#### Developmental steps

##### Activity 1

- .....(what and how it will be modeled)
- .....(what and how a teacher and learners will do it)
- .....(what and how learners will do it on their own)

##### Activity 2

- .....(what and how it will be modeled)
- .....(what and how a teacher and learners will do it)
- .....(what and how learners will do it on their own)

##### Activity 3

- .....(what and how it will be modeled)
- .....(what and how a teacher and learners will do it)
- .....(what and how learners will do it on their own)

#### Lesson evaluation (Reflection)

Successes	Challenges	Way forward

## Sample General Lesson plan for English 5

Standard : 5  
 Date : 12/04/17  
 Time : 7:30 to 8:00 AM  
 Subject : English  
 Lesson : Unit 2, lesson 9

### Success criteria

Learners must be able to:

- make polite request
- respond to requests politely
- complete a dialogue correctly.

### Teaching, learning and assessment resources

Pens, pencil, learners, learner's books

Teacher Activities	Learner Activities
<p><b>Introduction</b></p> <p><b>Introducing oneself and others</b></p> <ul style="list-style-type: none"> <li>• Call three learners in front of the class.</li> <li>• Pair with one of the learners and ask the remaining to do the same.</li> <li>• Greet one of the learners in the other pair and introduce a learner you are with. For example, Good morning. I am Phiri and this is my learner Chimwemwe.</li> <li>• Ask learners to introduce oneself and others.</li> </ul> <p><b>Developmental steps</b></p> <p><b>Step 1. Making and accepting requests politely.</b></p> <ul style="list-style-type: none"> <li>• Call a learner and say: Good morning. May I borrow your pencil please?</li> <li>• Demonstrate with several learners in front of the class.</li> <li>• Ask all learners to practice in pairs.</li> <li>• Call some pairs to come in front to demonstrate making and accepting requests.</li> </ul> <p><b>Step 2: Making and rejecting request</b></p>	<ul style="list-style-type: none"> <li>• Going in front of the class</li> <li>• Pairing and listening</li> <li>• Responding to the greetings. For example, Good morning Mr. Phiri. I am Chimwemwe and this is my brother Vitumbiko.</li> <li>• Practicing introducing oneself and others in pairs.</li> </ul> <ul style="list-style-type: none"> <li>• Responding properly. For example, "yes please or here you are"</li> <li>• Participating and observing</li> <li>• Practicing in pairs.</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate making and accepting requests in front of the class</li> </ul>

<p><b>politely</b></p> <ul style="list-style-type: none"> <li>• Call on a learner and say' "good morning. May I borrow your ruler please?"</li> <li>• Demonstrate with several learners in front of the class.</li> <li>• Instruct all the learners to practice in pairs</li> <li>• Ask some pairs to come in front and demonstrate.</li> </ul> <p><b>Step 3: Completing a dialogue</b></p> <ul style="list-style-type: none"> <li>• Ask learners to open their books at page 18 and go over exercise A orally with the learners. <ul style="list-style-type: none"> <li>• Demonstrate how to fill the blank spaces correctly.</li> <li>• Ask learners to copy the exercise in their note books.</li> <li>• Ask learners to read their answers to the whole class.</li> <li>• Point at the mistakes and ask the learners to make corrections.</li> </ul> </li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Ask some learners to come in front of the class to show making and accepting or making and rejecting requests politely.</li> <li>• Give learners homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Responding politely for example; I am sorry, you can't, 'I am using it.'</li> <li>• Demonstrating with the teacher in front of the class and watching</li> <li>• Practicing in pairs</li> <li>• Demonstrating in front of the class while others are watching</li> <li>• Opening English text books at page 18 and going over exercise A orally with the teacher.</li> <li>• Observing filling in the blank spaces</li> <li>• Copying the exercise into their note books.</li> <li>• Reading their responses to the whole class</li> <li>• Making corrections</li> <li>• Demonstrating making and accepting or making and rejecting requests politely.</li> <li>• Copying the assignment</li> </ul>
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### Lesson Evaluation

Successes	Challenges	Way forward
<ul style="list-style-type: none"> <li>• A good number of students responded to commands correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient resources.</li> <li>• Activities were not well timed.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect or prepare a variety of resources.</li> <li>• Planning should be thoroughly done before teaching.</li> </ul>

It is important for the student teachers to know that none of the activities from the lesson should be taken as an introduction. The introduction can be taken from the previous lesson or you may formulate your own. When preparing a lesson plan, consider having more than two developmental steps.

This lesson sample represents a general outline of an English lesson plan. However, there are some formats such as scripted lesson plans, compact lesson plans and lesson notes that have similar components with slight differences. All of these types of lesson plans are drawn from this general format. As such lectures, must guide the student teachers to explore and differentiate these other lesson planning format (scripted, compact and or lesson notes) using the primary school materials i.e. Standard one English teacher's guide and Standard 1 Teacher Resource Handbook.

## RECORDS OF WORK

Record of work refers to the teaching, learning and assessment activities that shows exact work that a teacher has covered in the lesson. It always has two components: outcomes and remarks.

Importance of records of work

- Show the successes and failures and what should be done to rectify them.
- Remind the teacher of the work which has not been covered.
- Enable the teacher to make smooth handovers with when

you leave the class and another teacher takes over.

- Help the Ministry of Education officials and supervisors to check what learners are learning.

## Components of Records of Work

Records of work have two columns. These columns include outcomes and remarks.

**Outcomes column:** This is a column of records of work that shows a reflection of what learners are able to show as evidence that teaching and learning took place. The Statements in this column should be written in present tense. It is also important to realise that outcomes should not be a mere transfer of planned activities and that they should be realistic.

**Remarks column:** This is a column of records of work where teachers indicate what learners have done well, failures and suggested way forward. Teachers must include their failures and what they will do to avoid recurrence of the same

## Sample Records of work

OUTCOMES	REMARKS
Learners are able to:	The lessons were.....
• .....	.....
• .....	.....
• .....	.....
• .....	.....
• .....	.....

## TASKS

### For student teachers

#### Task 1: Discussing contents of the syllabus

- 1 In groups, identify all the components of the syllabus.
- 2 Discuss the components of the syllabus.
- 3 Present to the whole class your findings.

#### Tips

- Use self-assessment and discussion.
- Consider learner diversity.

#### Task 2: Discussing contents of the learners' books and teachers' guides

- 1 In groups, identify the structure of the learners' book teachers' guides
- 2 Discuss the structure of learners' books and teachers' guides
- 3 Discuss the relationship of the learners' book and teachers' guide
- 4 Present to the whole class your findings.

#### TIPS

- Use self-assessment and discussion.
- Consider learner diversity.

#### Task 2: Practising writing Schemes of Work

- a) Identify the components of the Schemes of Work.
- b) Discuss the components of the Schemes of Work.
- c) Practise writing Schemes of Work.

#### Tips

- Assign student teachers topics to write Schemes of Work individually.
- Use self and teacher assessment.
- Use Syllabus and teachers guides and learner's books.

#### Task 3: Discussing components of a Lesson Plan

- a) Brainstorm the meaning of Lesson Plan.
- b) Discuss the importance of the Lesson Plan in the teaching of English.
- c) Discuss with the students the components of the Lesson Plan.

#### Tips

- Use sample lesson plan provided.
- Consolidate the activity.
- Use schemes and teacher's guides and learner's books to refer to what is supposed to be written under each component

#### Task 4: Comparing formats of Lesson Plans

- 1 Compare and contrast the general English lesson plan, fully scripted lesson plan, compacted lesson plan and lesson notes.
- 2 Present your findings to the whole class
- 3 Individually prepare an English Lesson plan for standard 1 from given topics.



### Tips

- For the fully scripted lesson plans, and lesson notes, use Primary school standard 1 English teacher's guides.
- You may also visit a nearby school and see how standard 1 teachers write their lesson notes
- Consider those student teachers with diverse learning needs.
- Involve both male and female student teachers.
- Provide Lesson Plan of lower and upper classes.

### Task 5: Completing Records of Work

- 1 Brainstorm the meaning of records of work
- 2 Discuss the importance of the records of work in the teaching of English.
- 3 Discuss with the students the components of the records of work.
- 4 In groups, discuss how to complete records of records.
- 5 Complete the Records of work from the Schemes of Work and Lesson Plans you developed in tasks 2 and 4 on chart paper.
- 6 Display your work on the wall for a gallery walk.

### Tip

Explain to student teachers on how they should use the Schemes of Work and Lesson Plans to complete the Records of Work.

### Summary

The topic has exposed student teachers to components of Syllabus, Schemes of Work, Records of Work and Lesson Plan. The components of a syllabus are assessment standards, success criteria, topic/theme, suggested teaching, learning and assessment activities, methodologies and resources. The components of Schemes of Work are week/dates, planned activities, teaching, learning and assessment methods and resources and references. The components of Records of Work are outcomes and remarks. The components of a Lesson Plan are preamble, success criteria, teaching, learning and assessment resources, introduction, development steps, conclusion and lesson evaluation. Student teachers have also practised writing Schemes of Work, Lesson Plan and completing Records of Work. The knowledge and skills gained in the topic will help teachers to prepare the teaching documents well for effective lesson delivery.

### Reflection and assessment

- 1 Define a syllabus.
- 2 Outline the components of a schemes of work.
- 3 Why is it important to complete records of work?
- 4 Explain the importance of filling a lesson as soon as you finish teaching.

### Glossary

**Syllabus:** document which outlines topics to be covered in a particular curriculum with a particular class.

**schemes of work:** interpretation of the topics in the syllabus.

**lesson plan:** pre-arranged structure of important ideas to be presented during lesson delivery.

**records of work:** records of what a teacher has taught.

## References

Malawi Institute of education  
(2008).*IPTE English lecturers' book*. Domasi: MIE.  
Ministry of Education Science and Technology (2014).*National Reading Strategy, 2014-2019*: Lilongwe, Malawi.

## Further reading

Malawi Institute of Education  
(2005).*Literacy and language teachers' guide for preparatory class*. Domasi: MIE.  
Sesman, B (1997). *How to teach English*. Oxford: Oxford University Press.